

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Jonann Torsey (4039-JT) Unknown. Skill Level: R - Grade:
- (1997-1998)

FALL TERM

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Chemistry: the science of the properties and transformations of substances.
I. Composition and physical properties of substances.
II. Atoms, molecules, and moles
III. Physical changes and mixtures
IV. Chemical reactions and equations and the conservation of Mass/E
V. The atmosphere, gases, and gas laws.

I. Kinetic Theory of Gases and gas stoichiometry
II. The periodic table and chemical bonds
a. Groups and valence
b. Lewis Structures
c. Ionic and covalent bonding
d. naming compounds

I. Bond Polarity and the Valence Shell Electron-Pair Repulsion (VSEPR) Model

II. Types of Chemical Reactions
Redox
A-B
Precipitate

I. Stoichiometry
a. amounts of products and reactions
b. limiting reactants
c. theoretical yield and % yield
d. empirical and molecular formulas
e. gas reactions
f. reactions in solutions

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Review:
1) organization and time management
2) notebook use and notetaking
3) work processing skills: word and spell check
Introduce:
4) reading technical writing for content (textbook and rel. lit.)
5) writing for technical content of lab reports:
1) Hypothesis formation
2) data collection
3) graphing w/calculators
4) drawing conclusions

1) use of assignment sheets
2) studying for mastery-strategies
3) w-p: data tables and graphing w/ computer
4) Lab Skills:
1) cooperative group-work and roles within lab groups
2) significant figures and uncertainty in measurements and calculation
3) use of prediction and analysis of data

1) Asking well-formed questions and journaling.
2) use of a scientific model to understand and transfer understanding
3) Lab Skills: observation and descriptive data collection use of comparison and contrast in analysis and drawing conclusions

1) Individualized Review Sheets
2) studying for comprehensive and cumulative exams.
3) UNIT Analysis
4) Heightened sense of respectful and responsible individual and group work
5) ability to articulate in behavioral terms individual and group performance.
6) Ability to keep track of variables in complex word-problems and to work problems through completion with units, sigfigs, etc.

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Lab: Chemical Reactions
Lab: T-V Relationships in Gases

1) Lab report and quiz
2) Lab report and quiz
3) Test on Introducing Information

Lab: Gas Stoichiometry
Lab: Models

1) Lab report and quiz
2) Lab report and quiz
3) Test on Periodic Table and Bonding and Naming

Lab: Redox Reactions
Lab: Precipitate Reactions

1) Lab report
2) Lab report
3) Test on Chemical Reactions

Lab: Molar Relationships in Chemical Reactions

1) Lab report and quiz
2) Test on Stoichiometry
Demonstration of Learning
Performance Based Lab Test

Final Exam

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
N T				
WINTER TERM				
C O N T E N T	1)Stoichiometry in Solutions 2)Quantum Mechanics and electron configurations and pyrotechnics 3)Bonding Orbitals and hybridization	1)Oxidation-reduction Rxns 2)Balancing Half-Rxns 3)Sulfuric Acid and oxoacids	1)Hydrocarbons Alkanes, -enes, -ynes 2)Inorganic and organic carbon cpds and bonding 3)benzene and aromatics; resonance and bonding	1)Enthalpy, Entropy, Gibbs Free Energy 2)Energy Transfer in Rxns 3)Calorimetry and Hess's Law and Bond Energy
S K I L S	1)Continued transfer of knowledge of stoichiometry to new situations 2)Ability to understand, visualize, and apply rules governing electronic structure of atoms and molecules. 3)Visualization of molecular geometry and understanding of forces affecting geometry.	1)Ability to study in depth one chemical and its reactions and to be able to transfer learning to new, similar chemical. 2)Ability to read, understand and learn information of a specific section of text - independently.	1)Ability to learn IUPAC Naming Rules and to apply the rules with accuracy in naming cpds and writing formulas. 2)Ability to visualize and transfer the complex forces/and rxns associated with the benzene ring.	1)Ability to differentiate between Heat and Temperature 2)Ability to apply concept of specific heat capacity to calorimetry experiments. 3)Ability to work as an organized coop - independent team in AITC Heat Exploration. 4)Ability to constructively articulate strengths and weaknesses of self/group/classmates contributions to presentations.
A S S E S S M E N T	Lab: Molecular Orbital Theory Models Lab report Test on the electronic structure of atoms and molecules.	Lab: Sulfuric Reactions Lab report Test on properties and reactions of period 3 nonmetals.	Lab: Organic Models Lab: Making Petrochemicals Lab report Test on carbons and Hydrocarbons	Lab: Exothermic Rxns Lab: Endothermic Rxns Lab report AITC Presentations Final Exam

Class Mapping Data Report

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1st Interim

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2nd Interim

Final

1)Metals-structure,bonding and rxns
2)Phases and Phase Changes: vapor pressing, boiling and melting points, molar $H_v + H_f$
3)Solutions: bp elevation + fp depression

1)Chemical Equilibrium
keq, ksp, ka, kb
2)pH, A-B-Salts
3)Buffer solutions and LeChatelier's Principle

1)Gas phase Equilibria
Heterogeneous Eq.
2)Electrochemistry cells, red. pot., Gibbs, Nernst + Eq. pH Meters + batteries

1)Electrolysis + electroplating
2)Rxn Mechanism + Rate Law
3)Energy of Activation Temp + Catalysts

Experimental Design to test hypotheses.
Organize/Research/plan term long + Lab based project on choice of chemistry concepts studied this year. Student directed - teacher approved.
Reflection -

Refine + formalize project design. Write-up related research.
Test + refine design to yield reproducible results
Reflection -

Test/Pretest
collect + analyze data
Write up Lab
create presentation of results utilizing computers/videos/etc.
Reflection -

Present/Reflection

Independent (without teacher) cooperative problem solving involving demonstration of all skills learned all year, including hypothesis writing; design of experiment; data collection + analysis + statement of conclusions + presentation of findings.

Lab: Redox
Lab: Hf
Lab: Fp Depression

Lab write ups

Test on metals and phases and Intermolecular forces.

Lab: Equilibrium
Lab: A-B Titration

Lab write up Equilibrium
Lab test: pH of unknown soln - requiring use of Equilibrium knowledge.

Lab: A-B Titration with pH meter
Lab: make an electro-chem cell. (battery)

[Battery works/or not]
[Group project/presentation]

Electroplating

kinetics

group research projects + presentations

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Erica Wilson (1011-EW) Unknown. Skill Level: R - Grade: - (1997-1998)			

FALL TERM

C O N T E N T	Mythology: The Olympian Council Myths	Writing Skills	Oedipus Rex	Oedipus Rex
	Reading Skills	grammar study		Writing Skills
S K I L S	notetaking skills (including margin notes, highlighting & underlining)	grammar: intensive study of parts of speech	notetaking skills (including margin notes, highlighting & underlining)	writing process: conclusion sentences conclusion paragraphs be able to verbalize the writing process as discussed
	study skills: time management & keeping a homework planner	writing process: brainstorming and drafting freewriting & revision introduction paragraphs topic sentences paragraph unity & coherence	close reading of a text: understanding plot, character, conflict, irony, theme, story comprehension	understand the difference between a play vs. novel
	close reading of a text: understanding plot, character, conflict, irony, theme, story comprehension		increase vocabulary base through reading of text	understand the ancient Greeks and their use of tragedy - basis for modern novels/plays
A S E S M E	increase vocabulary base through reading of text			understand various literary terms
	journaling: reaction to reading through guided questions with relevance to themes and students' own lives	narrative essay on goals	reading quizzes	reading quizzes
		descriptive essay on trust and blindness		daily homework
	vocabulary tests from reading	various drafts of papers (show steps in writing/drafting process)		drafting of various weekly essays
	daily class and homework assignments	grammar quizzes		final exam

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
N				
T	written myth: employs moral code/alternative explanation for natural event	grammar collages		
	chapter quizzes	final gramar test		

WINTER TERM

	Short Stories:	Short Stories:	Intro to Shakespeare	<u>Romeo and Juliet</u>
C				
O	"Gift of the Magi"	"The One Who Walks Away from Omelas"	Read <u>Romeo & Juliet</u>	
N		"The Necklace"		
T	Research writing and skills	"A Good Man is Hard to Find"		
E				
N		Fiction Writing		
T				
S	note taking skills (including margin notes, highlighting & underlining)	close read of text	understand dynamics of Shakespearian times, play and language	close read of text
K		writing process: brainstorm		understand literary terms: pun, irony, symbols, etc.
I	study skills: time management & keeping a homework planner	free write	close read of text	
L		drafts		under stand themes of play in relationship to own life
S	close reading of a text: understanding plot, character, conflict, irony, theme, story comprehension, mood, tone, style & symbols	revisions	increase vocabulary base	
		peer editing		
		understand literary terms: situational vs. dramatic irony, allegory, inner vs. external reality, etc.		
	increase vocabulary base through reading of text			
	keeping a clean/organized notebook			
	research/library skills:			

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	data collection & use of various channels to locate info			
	citation			
	paraphrasing			
	story quizzes	story quizzes	chapter quizzes	chapter quizzes
A				
S	research paper on holiday	short story test	vocabulary quizzes	vocabulary quizzes
S				
E	journals: reaction to reading	vocabulary quizzes	descriptive & comparative	descriptive & comparative
S	through guided questions		essays on characters	essays on characters
S		journals		
M	notebook checks		creative writing: using plot ideas	short answer final exam
E		write own short story displaying	from play to build own story	
N		understanding of plot, setting,		
T		theme and characterization		
		collection of various drafting stages		

SPRING TERM

	intensive grammar review	writing process and skills	introduction to Science Fiction - various readings from	readings from science fiction text
C			<u>Science Fiction & You</u>	
O	paragraph structure	sentence structure		3 paragraph essay related to science fiction
N				
T				
E				
N				
T				
S	grammar: parts of speech (again!)	subject/verb agreement	understand the genre of science fiction vs. other genres	writing process: brainstorming
K		comma, period		outlining
I	paragraph: unity and coherence	writing:	close readings of the text	drafting
L		outlining		editing
L	outlining each thought that goes	drafting	understand plot development, themes, characters, symbols, conflict	revision
S	into a paragraph	formation of multiparagraph essay		use of complete thoughts in writing
	sentence vs. fragment	introduction vs. conclusion	critical analysis of literature	outlining each sentence of each

Class Mapping Data Report

A S S E S M E N T	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
		paragraph use of transitions	increase vocabulary base	paragraph as a method to piece together a cohesive paper
				understand the difference between reality and science fiction (then (1950) vs. now)
	grammar/sentence quizzes	group editing	journaling: relevance to life	reading quizzes
	cooperative classwork	outlines for each paragraph	reading quizzes	vocab quizzes
	daily homework reinforcing lesson of the day	3 paragraph essay	vocabulary quizzes	journals
	personal and comparative writing (one paragraph - complete thoughts)		daily discussions lead by students	3 paragraph essay (sci-fi related)
				short answer final exam

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<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Sue Winters (1010-SW) Unknown. Skill Level: R - Grade: - (1997-1998)			

FALL TERM

<p>The Writing Process</p> <p>C Short Stories</p> <p>O "The Good Stuff"</p> <p>N "The Open Door"</p> <p>T "To Build A Fire"</p> <p>E "The Midnight Visitor"</p> <p>N Vocabulary for Achievement</p> <p>T</p>	<p>Writing Process--Landmark personal resources</p> <p>Short Story: "Jean & Johnny"</p> <p>Novel: The Old Man and the Sea</p> <p>Vocabulary for Achievement</p> <p>Landmark Writing</p> <p>Handouts: Writing Models Paragraph Dev.</p>	<p>Writing Process</p> <p>Short story: "Hands"</p> <p>"Who's on First"</p> <p>"Swinger"</p> <p>The Old Man and the Sea</p> <p>Vocabulary for Achievement</p>	<p>Writing Process</p> <p>Short Stories: "The Apes"</p> <p>Vocabulary for Achievement</p> <p>Landmark Writing</p> <p>Handouts: Writing Models of Paragraph Development</p>
<p>Prewriting</p> <p>S Categories</p> <p>K Sayback, conferencing</p> <p>I Topic sentences</p> <p>L reasons, examples, details,</p> <p>L main ideas</p> <p>S Newspaper comprehension</p> <p>Grammar Inventory</p> <p>Organization skills</p> <p>Vocabulary Development</p>	<p>Grammar</p> <p>Vocabulary</p> <p>Notetaking, Outlining</p> <p>Time Management</p> <p>Listening Skills</p> <p>Writing Process:</p> <p>paragraph development</p> <p>pre-writing, conference</p> <p>sentence and paragraph development</p> <p>Conclusions</p>	<p>Paragraph Development</p> <p>Compare/contrast</p> <p>Inferences</p> <p>Vocab. Development</p> <p>Thesis sentences</p> <p>Grammar:</p> <p>pronouns</p> <p>Prepositions</p> <p>Adjectives</p> <p>Writing Process</p> <p>brainstorming/mapping</p>	<p>5 Paragraph Essay</p> <p>Introduction</p> <p>3 supporting paragraphs</p> <p>Conclusion</p> <p>Topic Sentences</p> <p>Supporting Sentences</p> <p>reasons, details, examples, definitions, compare/contrast, inferences</p>
<p>Writing Samples</p> <p>A freewriting, brainstorming,</p> <p>S mapping</p> <p>S Comprehension quizzes</p> <p>E Journal Writing</p> <p>S Notebook Checks</p> <p>S Vocabulary Quizzes</p> <p>M</p> <p>E</p>	<p>Paragraph Writing</p> <p>Project-research--novel</p> <p>Comprehension quizzes</p> <p>Journal Writing</p> <p>Notebook Checks</p> <p>Mid Term</p>	<p>Paragraph Writing</p> <p>Compare/Contrast Paper</p> <p>Paragraph Development--</p> <p>Persuasive Paper</p> <p>research Project--"The Old Man and the Sea"</p> <p>Journal Writing</p> <p>Notebook Checks</p> <p>Vocabulary Quizzes</p>	<p>Writing: Compare/ Contrast Paper</p> <p>5 Paragraph Essay</p> <p>Final Exam</p> <p>Notebook Checks</p> <p>Vocabulary Quizzes</p>

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N T				
WINTER TERM				
C O N T E N T	<p>Elements of a Short Story teacher handout</p> <p>"The Most Dangerous Game"</p> <p>"All Summer in a Day"</p> <p>Vocabulary for Achievement</p>	<p>Short stories:</p> <p>"The Jug of Silver"</p> <p>"To Build A Fire"</p> <p>"Bird Brain"--figurative</p> <p>Vocabulary for Achievement</p>	<p>Short Stories:</p> <p>"The Necklace"</p> <p>"Harrison Bergeron"</p> <p>Vocabulary for Achievement</p>	<p>Short Stories:</p> <p>"Antaeus"</p> <p>"The Bridge"</p> <p>"Vocabulary for Achievement"</p>
S K I L S	<p>Overviewing</p> <p>Cite, define, identify, discuss-- plot, character,suspense, action, themes</p> <p>similes/ metaphors</p> <p>Comprehension Skills</p> <p>Literal: name, state, describe, develop, illustrate, summarize</p> <p>Inferential: analyze, compare/ contrast, differentiate, support</p>	<p>Overviewing</p> <p>Verbalization/ visualization</p> <p>Figurative Language</p> <p>Literal Language</p> <p>Character Development: inferential... explain why, support, show why, compare/contrast</p> <p>Paragraph Development</p> <p>COPS, polishing</p> <p>Vocabulary Development</p>	<p>Overviewing</p> <p>similes/ metaphors</p> <p>Character values, goals, motives, irony</p> <p>Inferential: analyze characters, justify, prove, support, interpret</p> <p>Literal: identify, cite examples, describe, discuss, review, summarize</p>	<p>Overwriting</p> <p>plot, character, cause-effect, life experiences</p> <p>Analyze--compare/contrast, categories, recall basic facts</p> <p>Comprehension-- interpret, define, retell, expand</p> <p>Paragraph Development--the Writing Process</p>
A S S E S M E N T	<p>Comprehension Work Sheets</p> <p>Story Summary Charts</p> <p>Story discussion groups</p> <p>Journal Writing</p> <p>Notebook Checks</p> <p>Vocab. skill quizzes</p>	<p>Comprehension Worksheet</p> <p>Story Summary Charts</p> <p>Paragraph Writing</p> <p>environment</p> <p>man</p> <p>instincts</p> <p>Comprehension Worksheet</p> <p>Story Summary Charts</p> <p>Paragraph Writing</p> <p>Vocabulary Skill Quizzes</p> <p>Mid Term Exam</p>	<p>Comprehension Worksheet</p> <p>Story Summary Charts</p> <p>Paragraph Writing</p> <p>Comprehension Worksheet</p> <p>Story Summary Charts</p> <p>Paragraph Writing</p> <p>Vocabulary Skill Quizzes</p>	<p>Comprehension Worksheet</p> <p>Story Summary Charts</p> <p>Paragraph Writing--Future Paper</p> <p>Writing Comprehension Worksheet</p> <p>Story Summary Charts</p> <p>Paragraph Writing</p> <p>Vocabulary Skill Quizzes</p> <p>Final Exam</p>

SPRING TERM

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
C	Mythology, Edith Hamilton	Mythology, Edith Hamilton	Mythology, Edith Hamilton	Mythology, Edith Hamilton
O	Mythology and You	Mythology and You	Mythology and You	Mythology and You
N	Ye Gods! An Introduction to	Ye Gods! An Introduction to	Ye Gods! An Introduction to	Ye Gods! An Introduction to
T	Mythology	Mythology	Mythology	Mythology
E				
N	Myths from Around the World	Myths from Around the World	Myths from Around the World	Myths from Around the World
T	Great source Vocabulary for Achievement	Great source Vocabulary for Achievement	Great source Vocabulary for Achievement	Great source Vocabulary for Achievement
		Excerpts from memoirs		
	Read and analyze myths--	Analytical writing	Review comparisons-- identify	Conferencing
S	religious/ historical impact	locate topics and subtopics	themes, categories	revision
K	main ideas--Wilson packet	review main idea	Writing Process and Memoir	polishing
I	family tree	read memoirs and use these	Models	vocabulary development
L	vocabulary development	models to write memoirs	Review organizing Review	
L	figurative language	vocabulary development	developing sentences into	
S	literal language	review-- how to develop an	paragraphs	
		outline from topics and subtopics	Review sequencing of ideas how	
			to develop	
			Analytical paper	
	Develop Greek family tree	summarize myths	summarize myths	summarize myths
A	summarize myths	personal writing--journal	personal writing--journal	personal writing--journal
S	personal writing--journal	newspaper comprehension	newspaper comprehension	newspaper comprehension
S	newspaper comprehension	weekly notebook/ binder check	weekly notebook/ binder check	weekly notebook/ binder check
E	weekly notebook/ binder check	First draft--Memoir Paper	Second draft--memoir	to incorporate the Writing
S	organization skills packet	final draft--If You Were A God	First draft--Do You Believe in	Process for a final draft of
S			Magic?	Memoir Paper
M				
E				
N				Final Exam
T				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Erica Wilson (1015-EW) English I. Skill Level: R - Grade: 9 English - English (1997-1998)			

FALL TERM

C O N T E N T	Mythology: The Olympian Council Myths	Mythology: The Olympian Council Myths	Oedipus Rex	Oedipus Rex
	Reading Skills	Reading Skills		Writing Skills
	notetaking skills (including margin notes, highlighting & underlining)	grammar: intensive study of parts of speech	notetaking skills (including margin notes, highlighting & underlining)	writing process: conclusion sentences conclusion paragraphs be able to verbalize the writing process as discussed
	study skills: time management & keeping a homework planner	writing process: brainstorming and drafting freewriting and revision introduction paragraphs topic sentences paragraph unity & coherence	close reading of a text: understanding plot, character, conflict, irony, theme, story comprehension	understand the difference between a play vs. novel
S K I L S	close reading of a text: understanding plot, character, conflict, irony, theme, story comprehension		increase vocabulary base through reading of text	understand the ancient Greeks and their use of tragedy - basis for modern novels/plays
	increase vocabulary base through reading of text			understand various literary terms
	journaling: reaction to reading through guided questions with relevance to themes and students' own lives	narrative essay on goals	reading quizzes	reading quizzes
	vocabulary tests from reading	descriptive essay on trust and blindness		daily homework
S S M E N T	daily class and homework assignments	various drafts of papers (show steps in writing/drafting process)		drafting of various weekly essays
	written myth: employs moral	grammar quizzes		final exam
		grammar collages		

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	code/alternative explanation for natural event	final grammar test		
	chapter quizzes			
WINTER TERM				
C O N T E N T	Short Stories:	Short Stories:	Intro to Shakespeare	<u>Romeo and Juliet</u>
	"Gift of the Magi"	"The One Who Walks Away from Omelas"	Read <u>Romeo & Juliet</u>	
	Research writing and skills	"The Necklace" "A Good Man is Hard to Find"		
		Fiction Writing		
S K I L S	note taking skills (including margin notes, highlighting & underlining)	close read of text	understand dynamics of Shakespearian times, play and language	close read of text
	study skills: time management & keeping a homework planner	writing process: brainstorm free write drafts revisions peer editing	close read of text	understand literary terms: pun, irony, symbols, etc.
	close reading of a text: understanding plot, character, conflict, irony, theme, story comprehension, mood, tone, style & symbols	understand literary terms: situational vs. dramatic irony, allegory, inner vs. external reality, etc.	increase vocabulary base	under stand themes of play in relationship to own life
	increase vocabulary base through reading of text			
	keeping a clean/organized notebook			
	research/library skills: data collection & use of various channels to locate info citation paraphrasing			

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	story quizzes	story quizzes	chapter quizzes	chapter quizzes
A				
S	research paper on holiday	short story test	vocabulary quizzes	vocabulary quizzes
S				
E	journals: reaction to reading	vocabulary quizzes	descriptive & comparative	descriptive & comparative
S	through guided questions		essays on characters	essays on characters
S		journals		
M	notebook checks		creative writing: using plot ideas	short answer final exam
E		write own short story displaying	from play to build own story	
N		understanding of plot, setting,		
T		theme and characterization		
		collection of various drafting		
		stages		

SPRING TERM

	intensive grammar review	writing process and skills	introduction to poetry	poetry unit
C				
O	paragraph structure	sentence structure	creative writing: poetry	poetry writing
N				
T				
E				
N				
T				
	grammar: parts of speech	subject/verb agreement	understanding poetry as a genre	understanding various types of
S	(again!)		and valuable tool to express	structured poems and literary
K		comma, period	thoughts	terms associated with poetry
I	paragraph: unity and coherence			
L		writing:	poetry vs. prose	value the beauty in language
L	outlining each thought that goes	outlining		
S	into a paragraph	drafting	structure vs. free verse	belief in ability to write poetry
		formation of multiparagraph		(structured and free verse)
	sentence vs. fragment	essay	rhyme scheme	
		introduction vs. conclusion		
		paragraph		
		use of transitions		

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<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
A		haiku	diamante
S cooperative classwork	outlines for each paragraph	nature observation	free verse
S		rhyme & rhythm (to beat of music)	alliteration
E daily homework reinforcing	3 paragraph essay	onomatopeioa	metaphor
S lesson of the day			simile
S			
M personal and comparative writing		daily homework/classwork	poems on internet
E (one paragraph - complete			
N thoughts)		daily discussions of poems read and written	daily discussions of poems read and written
T			
			daily homework/classwork
			short answer final exam

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Darren Redman (1029-DR) English II. Skill Level: H - Grade: 10 English - English (1997-1998)			

FALL TERM

<div>Oedipus the King, Antigone, C Plato's Allegory of the Cave, Sir O Gawain and Lady Ragnell, Sir N Gawain and the Green Knight, A T Man for All Seasons, Galileo, E and history notes regarding the N Classical and Medieval Periods. T</div>	<div>Doctor Faustus, Frankenstein, the Creation Myth, and history notes regarding the Renaissance and Reformation</div>
<div>Daily quizzes, dialectical A notebooks, a "hero" exhibition, S and the final exam. S E S S M E N T</div>	<div>Daily quizzes, dialectical notebooks, a consumer advocate exhibition, and the final exam.</div>

WINTER TERM

<div>Great Russian Short Stories, The C Cherry Orchard, and history O notes regarding the Industrial N and Russian Revolutions T E N T</div>	<div>Things Fall Apart, Master Harold and the Boys, Mista Courifer, and history notes regarding the colonialization of Africa</div>
<div>Daily quizzes, dialectical A notebook, a "classism" S exhibition, and the final exam.</div>	<div>Daily quizzes, dialectical notebook, a parable exhibition, and the final exam.</div>

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S E S S M E N T				
SPRING TERM				
C O N T E N T	All Quiet on the Western Front, Night Over Day Over Night, War, and history notes of WWI and WWII.		1984, Brave New World, There Will Come Soft Rains, and newspaper articles of contemporary issues	
A S S E S S M E N T	Daily quizzes, dialectical notebook, a poetry exhibition, and the final exam.		Daily quizzes, dialectical notebook, an editorial exhibition, and the final exam	

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Erica Wilson (1025-EW) English II. Skill Level: R - Grade: 10 English - English (1997-1998)			

FALL TERM

writing: C personal letter O N narrative essays T persuasive essays E (both 1 paragraph) N T reading: <u>Canterbury Tales</u>	<u>Canterbury Tales</u> leadership skills - teach own class	<u>Where Angels Fear to Tread</u> persuasive essay - 5 paragraph	<u>Where Angels Fear to Tread</u> persuasive essay - 5 paragraph
grammar grammar: S parts of speech K capitalization I spelling L periods L S increase vocabulary usage through reading	writing process: brainstorm freewrite drafting revision editing proper planning time management verbal skills	thesis vs. topic following specific formats in writing reading: understand various literary terms - theme, irony, classical allusion, satire	understand literature with relevance to history and life introduction / conclusion paragraphs unity / coherence increase vocabulary usage through reading
A S journaling - reaction from reading S to characters E response to guided questions S with relevant themes to literature S M reading quizzes E N T	written tale of own life following similar format to that of Chaucer persuasive & narrative essays on themes grammar test	vocabulary quizzes journaling - reaction from reading to characters response to guided questions with relevant themes to literature reading quizzes	5 paragraph essay (structured) examining theme from novel essay & short answer final exam

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
WINTER TERM				
C	read: <u>A Christmas Carol</u>	<u>Siddhartha</u>	finish <u>Siddhartha</u>	<u>Night</u>
O	comparative essay (1	book review	<u>Night</u>	research paper (2-3 pages)
N	paragraph)		grammar	
T	grammar			
E				
N				
T				
S	grammar:	process / outline writing:	grammar:	research skills:
K	commas	introductions	subject / verb agreement	citation
I	apostrophe	conclusions	word usage	data collection
L	underlining	transitions	run-on sentences	using various sources to collect data
L	quotes	formal language		note taking
S	semicolons	thesis statements	reading:	
	writing process of 5 paragraph essay	using text to find supporting arguments	understand irony	process / outline writing:
		following a format in writing	story comprehension	introductions
	reading:	reading:	critical analysis of literature	conclusions
	understand irony	understand irony	undersand text in relationship to history and own life	transitions
	story comprehension	story comprehension	increase vocabulary base	formal language
	critical analysis of literature	critical analysis of literature	undestand themes	thesis statements
	undersand text in relationship to history and own life	undersand text in relationship to history and own life	close read of text: margin notes, highlighting	using text to find supporting arguments
	increase vocabulary base	increase vocabulary base	understand abstract vs. concrete	following a format in writing
	undestand themes	undestand themes		
	close read of text: margin notes, highlighting	close read of text: margin notes, highlighting		
	understand abstract vs. concrete	understand abstract vs. concrete		
A	journaling: reflect on own life in relationship to novel	journaling: reflect on own life in relationship to novel	journaling: reflect on own life in relationship to novel	journaling: reflect on own life in relationship to novel
S				
S	comparative essay	drafts of paper	vocabulary quizzes	research paper on Holocaust
E				
S	vocabulary quizzes	critical review of book	grammar quizzes	vocabulary quizzes

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S				
M	grammar quizzes	vocabulary quizzes	reading quizzes	grammar quizzes
E				
N	reading quizzes	reading quizzes	group discussions	reading quizzes
T	group discussions	group discussions		group discussions
				short answer / essay final exam

SPRING TERM

C	intensive grammar review (again!!)	writing process and skills	<u>Animal Farm</u>	<u>Animal Farm</u>
O				
N	sentence structure	selected readings - reenforce skills / concepts in writing		group project - create own goverment
T				
E	paragraph structure			
N				
T				
S	grammar: parts of speech	writing process:	reading:	reading:
K	sentences:	prewriting	understand irony	understand irony
I	subject / verb agreement	freewriting	story comprehension	story comprehension
L	semicolons - joining sentences	outlining	critical analysis of literature	critical analysis of literature
L	fixing run-ons	rough draft	undersand text in relationship to history and own life	undersand text in relationship to history and own life
S	combining sentences	1st draft	increase vocabulary base	increase vocabulary base
	complete vs. fragment	revise	undestand themes	undestand themes
	complex sentences	edit - peer editing	close read of text: margin notes, highlighting	close read of text: margin notes, highlighting
	paragraphs:	introductions & conclusions	understand abstract vs. concrete	understand abstract vs. concrete
	formal language	thesis - support and defense of topic	understand characterization in relationship to overall meaning of text	group work
	unity & coherence			research skills
	specific formats	transition and topic sentences		history / social studies cross reference - relate literature to more than one subject
A	grammar, sentence and paragraph quizzes	cooperative group editing	chapter reading quizzes	short answer / essay final exam
S		various outlines	vocabulary quizzes	group paper and presentation

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S group work - cooperative			
E activities	5 paragraph essay	journaling - reflect on themes	in class discussions - student lead
S			
S daily homework - reenforce			
M classwork			
E			
N personal writing - paragraphs			
T			

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Jennifer Berry (1035-JB) English III. Skill Level: R - Grade: 11 English - English (1997-1998)			

FALL TERM

C O N T E N T	Personal Writing Descriptive Writing 2 Short Stories	Narrative Writing Persuasive Writing 2 Short Stories	Research Skills 2 Short Stories	Expository Writing Critical Writing (Literary Criticism) 1 Novella
	Process Writing 5 Paragraph structure Objectivity vs. Subjectivity Business Letter Format Editing: Basic Sentence Structure -phrases and clauses Notebook Organization	Peer Editing Introductions/ Conclusions Points of View 3 Types of Conflict Inductive vs. Deductive reasoning Editing: Sentence Fragments Sentence Run-ons	Choosing and Limiting a Topic Creating a Thesis Statement Notecards Outlines Editing: Misplaced and Dangling Modifiers Public Speaking	Transition Statements Using Specific Evidence -quoted material Editing: Faulty Pronoun Use Faulty Parrellelisms Shifts in number, tense and person
A S S E S M E N T	Personal Essay Alien Description Cooperative Learning Activity Cooperative Assessment Notebook Check	Creative Writing-the short story Letter of Argumentation 2 Paired Activities Notebook Check	Presentation of Research Projects 2 Solo Critical Thinking Exercises Notebook Check	Literary Criticism Essay Quiz Notebook Check FINAL EXAM

WINTER TERM

English/History Research Paper	Introduction to American Literature	American Literature 1800-1840 American Romanticism	American Literature 1840-1855 New England Renaissance
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O N T E N T		Foundations-1750 Age Of Reason 1750-1800 Native American Literature Puritan Literature -Great Awakening Southern Literature Allusions Character Journal Deism Aphorisms Melting Pot	Sound Devices	Transcendentalism Anti-transcendentalism
	Review of: Researching Choosing and Limiting a Topic Creating Thesis Statements Notecards Outlines Parenthetical Documentation Works Cited Process Writing	Critical Reading Skills -margin notes -highlighting -vocabulary Writing for oratory Use of: metaphor, parallel structure and tone Review: Objectivity vs. Subjectivity Public Speaking Defense of an Argument Journal Writing	Recognizing Sound Devices Acting Out Literature Review: Inductive vs. Deductive reasoning Public Speaking	Understanding philosophical tenents Critical Thinking Skills Quote Application to Life Experience Review 5 paragraph structure and thesis statement
A S S E S S M E N T	Research Paper	Puritan Sermon Creation Myth 2 Tests Notebook Check	Test Notebook Check	Paper supporting a philosophical belief Test Notebook Check FINAL EXAM

SPRING TERM

	American Literature 1850-1865	Realism (cont.)	American Literature 1915-1945	American Literature 1945-1960
C	Civil War Literature	Naturalism	Modern Fiction	Post Modernism
O	Whitman's Poetry	-fate	Stream of Consciousness	Drama:
N	Morality Paper	Modern Poetry	Flashback	<u>The Glass Menagerie</u>
T	American Literature	1915-1945	Indeterminate Ending	<u>Our Town</u>

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
E	1865-1915	Imagism	Symbol/Metaphor	Multicultural Prose
N	American Realism	Stream of Consciousness		
T	Regionalism			
	-dialect/vernacular			
	Personal Reflection of Literature	review: Three types of conflict	Understanding a Writer's Frame	Independent Thinking
S	Understanding Dialect	Poetic Analysis	of Reference	Group Work
K	Critical Reading Skills	Poetic devices:connotation,	Application of Thematic Eras	Peer Tutoring
I	Review: Use of Quoted Material	denotation, imagery,	Review: Point of View	Researching
L	Peer Editing	personifcation, free verse, blank		
L		verse		
S		Reading Aloud		
		Group Work		
	Morality Paper	Test	test	Group Presentations
A	2 tests	Creative Writing: Poetry	Critical Essay on Theme	Cultural/Heritage Paper/Project
S	2 Notebook Checks	Notebook Check	Notebook Check	Notebook Check
S	Critical Analysis of a literary form	ICON Presentation		FINAL EXAM
E				
S				
S				
M				
E				
N				
T				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Jennifer Berry (1039-JB) English III. Skill Level: H - Grade: 11 English - English (1997-1998)			

FALL TERM

Foundations of American Literature through 1750	American Literature 1750-1880	American Literature 1800-1840	American Literature 1840-1855
C Native American Literature N Puritan Literature T -the Great Awakening E Southern Literature N Play- <u>The Crucible</u> T allusion objectivity vs. subjectivity historical fiction	Age of Reason Character journal Deism Aphorism American Melting Pot Novella- <u>Benito Cereno</u>	American Romanticism Poe's Single Effect Poe's Imp of the Perverse Gothic writing Introduction-Poetry	New England Renaissance Transcendentalism Anti-transcendentalism Film: "Little Women"
S Critical Reading K -margin notes I -highlighting L -vocabulary L Writing for Oratory S -use of metaphors, parallelism, tone Public Speaking Notebook organization	Inductive vs. Deductive reasoning Journal writing Defense of an Argument Critical reading Understanding Multiple frames of reference Public Speaking	Critical Analysis of Short Story Poetic Sound devices -recognition -creation Acting out Literature Public Speaking	Understanding philosophical tenents Quote application to life Life application of "philosophy" 5 paragraph structure thesis statements
A Personal Essay S Puritan Sermon S Test S Notebook Check E S S M E N T	Test Notebook Check	Test Notebook Check	Test Paper supporting a philosophical belief Movie review Notebook check FINAL EXAM

WINTER TERM

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
CONTENT	English/History Research Paper	American Literature 1855-1865 Civil War Literature Whitman's poetry Morality Paper	American Literature 1865-1915 American Realism Naturalism and the role of fate Regionalism -local color and use of dialect Feminism 1890's: Compare/Contrast <u>The Yellow Wallpaper</u> with <u>The Awakening</u>	American Fiction 1915-1945 Modernism Stream of Consciousness -flashback -Indeterminate Ending -symbol/metaphor Cultural Projects (pairs)
	Researching -choosing and limiting a topic -creating a thesis statement -notecards -outlines -parenthetical documentation -works cited	Personal reflection on Literature Understanding Multiple frames of reference Peer Editing	Understanding Fate Reading skills-dialect Review: using quoted material 3 types of conflict compare/contrast paper formats Peer editing	Understanding Multiple Frames of reference Application of Thematic Eras Point of View Research Creating Visual Aids
	PROCESS WRITING			
	Research Paper	Morality Paper test notebook check	Test Notebook check Critical Analysis of a literary form Compare/Contrast paper	test Critical Essay of thematic intent Cultural presentations (pairs) Notebook Check FINAL EXAM
SPRING TERM	American Poetry 1915-1945 Modern Poetry Imagism Stream of Consciousness Creative Writing/Poetry	American Literature 1945-1960 Post-Modernism Multicultural Ideas Creative Writing: Prose	Contemporary Fiction Independent Studies Novel Choices: <u>Yellow Raft in Blue Water</u> <u>Beloved</u> <u>Bean Trees</u> Core Values and Literature	

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T				
	Poetic Analysis	Creative Writing Techniques	Independent Thinking	
S	Writing Poetry	Creative Writing Structure	Time Management	
K	Imagery	Critical Reading Skills	Critical Thinking	
I	FreeVerse/Blank Verse	Peer Editing		
L	Reading Aloud			
L				
S				
	ICON Presentation	Test	Portfolios:	
A	test	Notebook Check	Time Frame Schedule	
S	Creative Writing Poetry	Creative Writing Prose	Character Analysis	
S	Notebook Check		Plot Summaries by chapter	
E			Thematic threads analysis	
S			Final Novel Paper	
S			Core Values Paper	
M			FINAL EXAM	
E				
N				
T				

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T	Bibliography			
E	Introduction, Body and			
N	Conclusion of paper			
T				
<hr/>				
S	Researching, gathering material,	Recognize the plot of a story.	Recognize varying points of view	Learn how to recognize a
K	note taking, footnoting,	Try to construct a statement of	of telling a story.	symbol.
I	bibliographing. Recognizing	theme for a story. What kind of	Recognize advantages and	Recognize the use of irony.
L	plagarism. Constructing a	person is the main character.	disadvantages of each.	
L	beginning, a body and an end.	Recognize unfamiliar words and		
S		look them up.		
<hr/>				
A	Rough draft	Class discussions	Class discussions	Discussion
S	Research paper	Oral reports	Quizzes	Final paper
S	Thesis statement	Quizzes	Tests - oral, written	
E	3x5 note cards	Character descriptions in a few		
S	Bibliography	paragraphs.		
S				
S				
M				
E				
N				
T				

SPRING TERM

C	Read short stories that are more	:emphasis on point of view	:emphasis on symbol and	:emphasis on stories that
O	sophisticated than those read	and tone.	irony.	encompass many literary tools.
N	earlier in the year.			
T				
E				
N				
T				
<hr/>				
S	Recognize theme and try to	Recognize tone in piece of	Recognize symbol	Recognize use of multipal
K	formulate a thematic statement.	prose. Recognize point of view	Recognize irony (verbal,	techniques for total effect.
	Recognize character type	and strenths and weaknesses of	situational, dramatic)	

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
I L L S	(dynamic static; stereotype, flat, each. round)			
A S S E S M E N T	<div>Class discussions</div> <div>Oral Reports</div> <div>Quizzes</div> <div>Paper (3 to 5 paragraphs)</div>			<div>Discussion</div> <div>Final exam paper</div>

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Harrison Golden (1041-HG) English IV. Skill Level: R - Grade: 12 English - English (1997-1998)			

FALL TERM

C SAT Review of analogy and sentence completion. O Grammar review of types of sentences. N College Application essay. E Introduction, Body , Conclusion paragraphs of an essay. T	SAT Review analogies and sentence completion. Descriptive essay - place or thing. Descriptive essay - person	SAT reading Introductory paragraph Body paragraphs Conclusion paragraph Expository essay - explain a process. Expository essay - compare and contrast.	Start " <u>Catcher in The Rye</u> " Who is the main character? Where is he? Why is he the way he is?
S How analogies work on SAT K How to deal with sentence completion on SAT I Sentence recognition L Recognize difference between introduction, body and S conclusion.	How to deal with analogies when you do not know some words. How to deal with sentence completion under similar condition. How to give order to details: location, importance etc. How to ask yourself the right questions to describe a physically as well as psychologically.	How to deal with SAT reading. Recognize what is in an introduction paragraph. Recognize what is in body paragraphs. Recognize what is in a conclusion paragraph.	Read with an eye for detail, and significant action. Become aware of Holden's development.
A SAT work sheets S Essay for college application - rewrite, rewrite, rewrite. S Conference E S S M E N T	SAT work sheets Descriptive essay - place or thing. Descriptive essay - person Conference	SAT worksheets Essay - explaining a process Essay - comparison and contrast Conference	Quizzes on specific detail. Characterize main character, Holden Caulfield.

WINTER TERM

C " <u>Catcher in The Rye</u> " Frame work of novel	" <u>Catcher in The Rye</u> " Images	" <u>Of Mice and Men</u> " novel and film, structure, character themes:	" <u>The Old Man and the Sea</u> " novel
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O N T E N T	Social Holden Caufield	Symbols	lonliness, friendship, dreams	and film, structure, character,
	Psychological Holden Caufield	Motifs		Themes: suffering
		(Theme)	Symbols	"everyman"
			Motifs	win in spite of losing
			Images	
				Symbols
				Motifs
				Images
S K I L S	Recognize novel's structure	Understand terms: image,	Recognize novel's structure	Recognize novel's structure
	Recognize Holden outside	symbol, motif (Theme) and	Recognize film's structure	Recognize film's structure
	socially	recognize their use in the novel	Identify themes of lonliness,	Identify themes of suffering and
	Recognize Holden inside his		friendship and dreams for the	winning in spite of losing
	mind.		future	Recognize: symbols, images,
			Recognize: symbols, images,	motifs
			and motifs	Recognize Santiago's character
			Recognize George and Tennie's	
			character	
A S S E S S M E N T	Class discussions	Class discussions	Class discussions	Oral Report
	Quizzes	Quizzes	Quizzes	Final Paper
	Tests	Tests	Tests	
	papers	Papers	Papers	
	oral reports	Oral reports	Oral reports	

SPRING TERM

	<u>"Death of a Salesman"</u>	Image	<u>"A Raisin in the Sun"</u>	Character analysis
C	Play and Film	Symbol	Play and Film	motif, symbol and theme
O	Structure of Play	Motif	Frame work of play	
N	Psychological make up of Toman	Theme	Psychological make up of	
T	family		younger family	
E				
N				
T				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
<div>Recognize how play is structured.</div> <div>Understand why characters say and act as they do.</div> <div>Discussions</div> <div>Quizzes</div> <div>Tests</div> <div>Paper</div>	<div>Understand how image symbol motif and theme lend significance to overall effect of play</div>		<div>See how structure reveals characterization.</div> <div>Recognize motifs, symbols and themes and significance they play.</div> <div>Oral report</div> <div>Final paper</div>

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Darren Redman (1045-DR) English IV. Skill Level: R - Grade: 12 English - English (1997-1998)			

FALL TERM

Casualties of Privilege, Black
C Ice, This Boy's Life, and On
O Writing the College Application
N Essay
T
E
N
T

Daily quizzes, the dialectical
A notebook, college application
S essays, and the final exam
S
E
S
S
M
E
N
T

WINTER TERM

A Doll's House, The Joy Luck
C Club, and Dinner at the
O Homesick Restaurant.
N
T
E
N
T

Daily quizzes, the dialectical
A notebook, critical thesis essays,
S and the final exam

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S E S S I O N				
SPRING TERM				
C O N T E N T	The I-Search Paper and poetry handouts			
A S S E S S M E N T	Poetry analyses and the I-Search paper			

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Darren Redman (1049-DR) English IV. Skill Level: H - Grade: 12 English - English (1997-1998)			

FALL TERM

Casualties of Privilege, Stand C Before Your God, A Prayer for O Owen Meany, and On Writing N the College Application Essay T E N T	Bless Me, Ultima is the term break reading.
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Daily quizzes, the dialectical A notebook, college application S essays and the final exam. S E S S M E N T

WINTER TERM

A Doll's House, Hamlet, and C Wuthering Heights O N T E N T	The Shipping News is the term break reading.
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Daily quizzes, the dialectical A notebook, critical thesis essays, S and the final exam

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S E S S I O N				
SPRING TERM				
C O N T E N T	The I-Search Paper and The Princeton Review			
A S S E S S M E N T	Advanced Placement subtests and the I-Search paper			

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Harrison Golden (1055-HG) English V. Skill Level: R - Grade: PG English - English (1997-1998)			

FALL TERM

C SAT analogies and sentence completion O Review Grammar: Types of sentences and verb TO BE N College application essay E Introduction, body, conclusion paragraphs N Descriptive essay - object, place	SAT sentence completion and reading passages Descriptive essay - person Descriptive, Expository, Narrative Essays, (Differences) Exposition - essay: process paper Emphasize <u>introduction</u> paragraphs	SAT Reading passages Expository essay: read story and analyze character. Expository essay: compare and contrast Emphasize <u>body</u> paragraphs	Narrative paper - essay: tell reader about something (experience) Expository paper - essay: review book, game, movie, concert etc. Emphasize <u>conclusion</u> paragraphs
S How to deal with analogies and sentence completions on SAT K Recognize types of sentences I Recognize strength and weakness of <u>TO BE</u> L Recognize difference between introduction body and conclusion paragraphs. Give order to details in descriptive essay.	How to deal with reading and sentence completion on SAT Recognize difference between descriptive, expository, narrative modes How to explain how to do something order of operations. How to construct an introductory paragraph.	How to deal with reading passages on SAT How to read for understanding character. Ask yourself the right questions. Recognize positive and negative aspects of person, place, thing. How to construct body paragraphs of essay	Recognize difference between narrative and expository essay Learn to ask the right questions when evaluating: What is it, How is it done, How well is it done? Recognize how to construct conclusion paragraph.
A SAT work sheets S Papers - essays S Quizzes E Conferences S S M E N T	SAT work sheets Papers - essays Conferences	SAT work sheets Papers - essays Conferences	Papers - essay Conferences

WINTER TERM

C Escape vs. Interpretive short story	Short stories - emphasis on theme	Short stories - emphasis on symbolism	Short stories - emphasis on irony.
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CONTENTS

Short stories - emphasize on plot

Short stories - emphasis on point of view

Short stories - emphasis on point of view.

Recognize a symbol through emphasis, location and repetition

Recognize difference between different forms of irony: verbal, situational, and dramatic.

Recognize escape story from interpretive story.
Recognize plot of a story
Recognize type of character: static, dynamic, stereotype etc.

State theme of a story
Recognize the point of view of a story

Recognize a symbol through
emphasis, location and repetition

Recognize difference between different forms of irony: verbal, situational, and dramatic.

ASSESSMENT

Quizzes
Papers
Tests
Class discussions

- Quizzes
- Papers
- Tests
- Class discussions

- Quizzes
- Papers
- Tests
- Class discussions

- Quizzes
- Papers
- Tests
- Class discussions

CONTENTS

What is poetry?
Reading the poem
Denotation and Connotation

Figurative Language>>>>>>>
Imagery:
 Simile
 Metaphor
 Metonymy

>>>>>>>>>>>>>>>>>>>>>>

- Personification
- Paradox
- Symbol
- Irony

>>>>>Figurative Language

1st Interim

Midterm

2nd Interim

Final

- S** poetry.
- K** How to read a poetry v. reading
- I** prose.
- L** Recognize the difference
- L** between connotation and
- S** denotation of a word.

expressed in:

- Simile
- Metaphor
- Metonymy

- } Personification
- Paradox
- Symbol
- Irony

devices of Figurative Language

Oral feed back

A Quizzes

Final exam

[illegible]

Paper

ASSESSMENT

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Kimberly Gay (1305-KG) Journalism. Skill Level: R - Grade: N/A English - Journalism (1997-1998)			

FALL TERM

C O N T E N T	-professional newspapers	SEE FIRST INTERIMS	SEE FIRST INTERIMS	SEE FIRST INTERIMS
	-highschool and college newspapers			
S K I L L S	-Newspaper Designers Handbook			
	-Associated Press Stylebook			
S K I L L S	-Out of Tune: Listening to the First Amendment			
	-Journalism Education Association			
S K I L L S	-Student Press Law Center			
	-Death By Cheeseburger			
S K I L L S	-Quill and Scroll			
	-Keep portfolio	See first Interims	See first Interims	See first Interims
S K I L L S	-versed in student leadership and responsibility	plus	plus	second Interims and midterms
	-attentiveness to detail	-self-editing	-writing leads	PLUS
S K I L L S	-self reliance and deapendent/team relationships	-peer editing	-writing captions and headlines	-cropping photos
	-curiosity, cooperation, compromise and confidence	-computer skills	-design	-preparing camera ready artwork
S K I L L S	-ethical decision-makers	-keyboarding		-producing mini newspaper original in tact
	-critical/analytical thinking	-dictionary/thesaurus		
S K I L L S	-top notch time management and organization	-formatting		
	-deciding news worthiness, functions	-internet use		
S K I L L S	-writing process:	-design software		
	-brainstorm, angle, focus, research, interviews, outline, prewrite, write, rewrite a minimum 4 times each article.	-troubleshooting hardware & printer		
S K I L L S	-individual portfolios	-interviewing skills		
	-working disks	SEE FIRST INTERIMS	SEE FIRST INTERIMS	SEE FIRST INTERIMS
S K I L L S	-article completion/deadlines met			
	-production of newspaper			
S K I L L S	-community feedback			

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
M				
E				
N				
T				
WINTER TERM				
SPRING TERM				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Jacques Finlay (1135-JF) Adv. ESL. Skill Level: R - Grade: N/A ESL - ESL (1997-1998)			

FALL TERM

C O N T E N T	Theme 1: To a Distant Shore Topic: Coming from another country and adapting to a new culture.	Theme 2: Mind, Body, and Health Topic: The Influence of mind over body. "What is Stress?" p.5 "Stress and Illness", p.11 "Coping with Stress", p.15 "Psychology and Cancer", p.19	Theme 3: Mind, Body, and Health Topic: Preventing Illness "Heart Disease", p.25 "Smoking", p.31 "Exercise", p.37 "Wellness", p.43	Reading Comprehension: Homework, notebook, two tests Paper: Write on Topic 3 on p.69
	Brainstorming Prereading; understanding intended meaning; making inferences; comparing cultural expectations; using a Venn diagram. Process writing; rough draft to final draft.	Highlighting Guessing Meaning from Context Test -Taking Synonyms and Antonyms; Scanning; Paraphrasing Causality; Summarizing Predicting the Content; Reading for Main Ideas; Dealing with Unknown Words; Citing Studies in your Writing; Learning Word Clusters	Personalizing the topic Skimming for main ideas Answering true/false questions Making comparisons Writing a paragraph Analyzing paragraph organization Writing a listing paragraph Formal vs. colloquial English Speed reading	Examining Graphic Material; Skimming for Main Ideas; Reading for Detail; Gerunds as Subjects; The SQR3 System; Notetaking in the Margins; Predicting the Content
	Reading Comprehension: Homework, notebook, two tests Paper: Write a story based on your own arrival in a new and strange land	Reading Comprehension: Homework, notebook, two tests Paper: Write a letter to a friend to help him cope with the stress of college	Reading Comprehension: Homework, notebook, two tests Paper: Write on Topic 3 on p.69	Reading Comprehension: Homework, notebook, two tests Paper: Write on Topic 3 on p.69
A S S E S S M E N T				

WINTER TERM

C	Theme : Between Two Cultures	Theme : The Journey Back	Theme : Survival (Part I)	Theme : Survival (Part II)
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O N T E N T	Handout: "Cecilia Rosas", pp.77-82 in the Amato book	Handout: "Blue Winds Dancing", p.20 in the Amato book	Handout: "To Build a Fire", by Jack London, in the Amato book	Viewing of the video "Alive"
	Discussion: What is it like to be between two cultures	Discussion: Think of your own situation. You are returning home after a long absence. What are the joys? What are the fears?	Discussion: The different kinds of struggles: physical, mental, social. What kinds of struggle have you experienced in your own life?	Survival and the moral issue of cannibalism Discussion: You are in an airplane crash in the Andes. You are out of food. You will not survive unless you agree to eat the flesh of your dead comrades. What would you do?
S K I L L S	Understanding Intended Meaning Making Inferences Reading Critically Comparing Cultural Expectations Relating to Self or Personal Experience	Prereading Reactions Understanding Intended Meaning Determining Main Idea Developing a Word Bank Appreciating Descriptive Language Supporting Conclusions Comparing Cultural Expectations	Tracking the Plot of the Story Exploring the Conflict Identifying the Point of View Detecting Foreshadowing in the Story	Writing skills: Adopt a persona and keep a journal of your experiences on your fight for survival in the Andes. Your final draft on an old coffee-stained paper.
A S S E S S M E N T	Reading Comprehension: Homework, notebook, one test on "Cecilia Rosas".	Reading Comprehension: Homework, notebook, one test on "Blue Winds Dancing".	Reading Comprehension test on the story "To Build a Fire".	Comprehension: Test on the video "Alive".
	Paper : Write on the difficulties of being between two cultures	Paper: Write on : "What are the joys and what are the fears of returning home after a long absence?"	Paper: In the third person singular, write a story of survival (physical, mental, or social)	Paper: Creative Journal on survival in the Andes

SPRING TERM

C O N T E N T	The American novel, Of Mice and Men, by John Steinbeck: Chapter 1 and 2 Vocabulary: Preteaching and Cooperative Group Work on Chapter Word List	he American novel, Of Mice and Men, by John Steinbeck : Chapter 3 and 4 Vocabulary: Preteaching and Cooperative Group Work on Chapter Word List	he American novel, Of Mice and Men, by John Steinbeck : Chapter 5	he American novel, Of Mice and Men, by John Steinbeck : Chapter 6
	Question for Discussion: How has Steinbeck created a growing sense of tension and an increasingly ominous tone even though nothing tragic has occurred in the present time of the novel? What does this lead the reader to expect? How do you think the tension will be resolved?	Question for Discussion: Steinbeck has endowed the character of Slim with God-like attributes. What are the specific allusions that illustrate this?	Question for Discussion: How does Steinbeck make us foresee the tragedy that occurs in Chapter 5	Questions for Discussion: 1. Do you think George could have solved this problem with Lennie in any other way? Do you believe his solution was cruel? Was it necessary? How do you think the author wanted you to feel when Lennie was shot? 2. The book might have ended as Slim and

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
	Question for Discussion: Do you think George means it when he says to Lennie, " God you're a lot of trouble.... I could get along so easy and so nice if I didn't have you on my trail"?	Candy be able to reach their dream? Does the author set up the expectation that their dream will end in success or failure? How have you reached this conclusion?		George walked toward the highway. Instead, Steinbeck had Carlson saying, "What the hell ya suppose is eatin' them two guys?" Why do you think this was added?
				Viewing of Video 2
S K I L L S	Literary Device: Motif- What motifs introduced in the first chapter are repeated in the second chapter (e.g. rabbits, George's need for a place of his own, etc.)? Literary Style: The difference between "narration" and "dialogue"	Literary Device: Theme (alienation and isolation) A theme in a work of literature is an implied statement about life, an idea that is central to the work or a lesson to be learned. One important theme in this novel is alienation or isolation. How does each of the characters reveal this theme? How does the conversation between Curley and Crooks further illustrate this theme?	Literary Elements: Foreshadowing Plot Conflict Rising Action Climax Falling Action Resolution	Post-Reading Activities and Discussion: 1. Aristotle defined tragedy as a play about a basically good person, important to society, who suffers a fall brought about by something in his or her nature, provoking the emotions of pity and fear in the audience. • Based on the above definition, show how the novel Of Mice and Men is a tragedy. • Based on this definition, show how it is not a tragedy. 2. This novel portrays several killings: •Carlson's killing of Candy's dog •Lennie killing the pup •Lennie killing Curley's wife •George killing Lennie Compare the motives for each of these killings and determine whether each was justified.
	Reading Comprehension: Assign questions for homework and go over answers in groups Reading Comprehension Test	Reading Comprehension: Assign questions for homework and go over answers in groups Reading Comprehension Test	Reading Comprehension: Assign questions for homework and go over answers in groups Reading Comprehension Test	Reading Comprehension: Assign questions for homework and go over answers in groups Reading Comprehension Test
	Writing activity: Imagine you are either George or Lennie and write a journal entry describing your situation and your hopes and dreams for the future.	Writing activity: Each one of the characters in the story has a different reaction to Lennie. Imagine you are one of the characters and write a description of Lennie from your point of view. Compare your description with those of your classmates.	Writing activity: Write about a time when you felt isolated or alienated from those around you. What kind of treatment did you receive that created this sense of isolation? Why did others perceive you as being different? How did you deal with the situation?	Writing activity: What future does Steinbeck suggest for George? Will he ever have his farm? Will he live a more carefree life without Lennie? Will he always be a migrant farm worker? Write another chapter for the book in which you project George's future life.
A S S E S S M E N T				

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Erin Carroll (6035-EC) Adv. Photo. Skill Level: R - Grade: N/A Fine Arts - Photography (1997-1998)			

FALL TERM

C O N T E N T	self-exploration	Documentary	Alternative classic photo	Final Exam:
	-what do you like?		-Cyanotype	-Personal Project
	-what don't you like?		-Gum bi-chromate	-Choice
S K I L L S	-what do you inadvertantly shoot?		-pinhole	
A S S E S S M E N T	-shooting	-candid shooting	-new procedures	-perfecting a procedure
	-developing	-subject shooting		
	-printing, new paper (fiber)	-shooting in theme		
	-number of prints with a plan for a project of students choice	-Documentary with text 5-10comp. photos	-finished products	-finished projects
	-that project			

WINTER TERM

SPRING TERM

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Amy Curry (6145-AC) Arch. Design. Skill Level: R - Grade: N/A Fine Arts - Arch. Design (1997-1998)			

FALL TERM

C O N T E N T	history of architecture perspective drawing	floor plans	elevation plans	site plan
S K I L L S	recognizing architectural styles drawing in 1 and 2 point perspective	designing floor plans for a residential building rendering floor plans	designing elevations for same residential building from floor plans rendering elevations redesigning floor plans	designing site plans same residential building from floor plans rendering site plans
A S S E S S M E N T	test on styles and architectural features finished perspective drawing from life homework drawing of student's home	2 finished floor plans on mylar	2 finished elevations on mylar redesigned floor plans	finished site plan finished final project: designing and addition

WINTER TERM

SPRING TERM

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Gail Dunlop (6215-GD) Ceramics I. Skill Level: R - Grade: N/A Fine Arts - Ceramics (1997-1998)			

FALL TERM

Intro to Ceramics - Slides Q&A	Drawing Proposal for a large
C Meeting Clay and Tools	form Coil vessel
O Wedging Demo	
N Introduction to Handbuilding:	
T Coil, Pinchpot and Slab	
E	
N Pinchpot construction	
T	
Handbuilding Techniques	
S Tool application	
K Texture application	
I Clay properties and control	
L Working the material larger and	
L larger	
S	
Grasp of clay medium should	
A improve as they work along.	
S	
S Attention to detail, creative	
E expression, problem solving and	
S risk taking	
S	
M	
E	
N	
T	

WINTER TERM

SPRING TERM

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Amy Curry (6117-AC) Graphic Design. Skill Level: R - Grade: N/A Fine Arts - Studio Art (1997-1998)			

FALL TERM

C logo design O design concepts N compositon T contrast E balance N line T positive/negative space craftsmanship synthesis of design and meaning	business card and letterhead design symbolism space typography synthesis of meaning application of design skills craftsmanship synthesis of design and meaning	use of PhotoShop use of scanner use of PageMaker magazine cover design composition/ layout application of design skills craftsmanship synthesis of design and meaning	CD cover design synthesis of design and meaning use of computer composition/layout application of design skills craftsmanship
S application of design skills K recognizing symbols I using symbols L creating logos L "readability" S synthesis of design and meaning rendering in colored pencil and marker basic computer use	application of design skills using symbols creating logos "readability" synthesis of design and meaning basic computer use, PageMaker and PhotoShop skills interacting with "client"	application of the scanner, PhotoShop, and PageMaker programs compositional studies "readability"	application of the scanner, PhotoShop, and PageMaker programs compositional studies "readability"
A three drafts for personal logo S three drafts for department logo S logo E finished personal logo S finished dept. logo S positive/negative space M assignment E N T	finished business card and letterhead printed from the computer	drafts of magazine cover design finished magazine cover	drafts of CD cover design finished CD cover in jewel case

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

WINTER TERM

SPRING TERM

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Erin Carroll (6015-EC) Photo I. Skill Level: R - Grade: N/A Fine Arts - Photography (1997-1998)			

FALL TERM

Learning about:	portraits	landscape	final exam work
C composition	-encorporating elements of	-representative	-thematic work
O balance	comp.	-macro	-presentation
N contrast	-realistic	-expressive	
T focal points	-symbolic		
E rule of thirds	-representative		
N elements of design	-self portrait		
T texture			
line			
repetition			
pattern			
highlight/shadow			
-correct use of film	-cropping	-rule of thirds	-original preparation
S -camera use	-using filters correctly	-focal points	-combining ideas
K -printing	-encorporating different	-filters on camera and	-utilizing learned skills
I -developing negatives	points of view	enlarger	
L -notebook keeping	-critique	-critique	
L	-mounting	-scale	
S		-depth of field	
-Free rolls encorporating	-assignment on a self	-assignment on landscape	-final project
A ideas of composition	portrait	expressive and macro	
S often with the holga or	-portrait of a friend	-critique	
S pinhole	-portrait of someone		
E	"admirable"		
S -assignments coupling up	-critique		
S elements			
M i.e.: shape and form			
E pattern and line			
N highlight and shadow			
T			

WINTER TERM

SPRING TERM

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Erin Carroll (6017-EC) Photo II. Skill Level: R - Grade: N/A Fine Arts - Photography (1997-1998)			

FALL TERM

C O N T E N T	-compositional re-cap	-Photos with a point	-Infrared	Final Exam
	-meaning in photographs, being more than just a picture/snap shot	-Documenting a fear	-SFX200 the mystical quality of the other wavelength!	
	emphasis point of view slants			
S K I L L S	-exploring various well know photographs			
	-fine printing	-fine printing	-filters on camera	
	-various film speeds	-double exposure	-printing infrared	
A S S E S S M E N T	-toning	-toning	-patience!	-developing skills -printing, shooting etc.
	-notebook keeping			
	-thematic work	-documenting a fear	-2 roll infrared	final project
	-coupling text & photos	-finished mounted prints	-2 rolls SFX200	
	-emulating an artist			
	-finished mounted prints			

WINTER TERM

SPRING TERM

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Amy Curry (6115-AC) Studio I. Skill Level: R - Grade: N/A Fine Arts - Art (1997-1998)			

FALL TERM

Art is...	1 and 2 point perspective	color theory	still life
C design skills		point of view	
O composition		scale	
N contrast		proportion	
T unity			
E balance			
N positive/negative space			
T volume			
value			
realistic vs. abstract vs. nonobjective			
application of design skills	application of design skills	use of color	watercolor technique
S charcoal and pencil	application of perspective	synthesis of design skills	synthesis of design skills
K technique	skills	creating three dimensional	synthesis of 3-D skills
I creating volume	pencil	space	
L craftsmanship		application of color	
L problem solving		pencil and paint	
S creating the illusion of three dimensional space through volume	-----> through perspective	-----> through color	
compositional study with contrast	finished perspective drawing from life	colored pencil landscape	2 finished watercolors
S volume studies	finished perspective	"optical color" scape	1= exam grade
S finished charcoal volume piece	drawing from imagination combining 1 and 2 point	painting	
S 2 homework drawings	2 homework drawings	2 homework drawings	2 homework drawings
M			
E			
N			
T			

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
WINTER TERM				
C O N T E N T	line texture pattern rhythm motion	painting/ acrylic art history project	painting #2	expressive line style
S K I L S	printmaking expressive use of line carving linoleum problem solving synthesis of design skills craftsmanship	application of paint synthesis of design skills expressive use of color and brushstroke	----->	pen and ink "mark making" expression of emotion
A S S E S M E N T	one finished carved image in linoleum three finished and matted prints 2 homework drawings	three compositional sketches for painting one finished painting one ARH paper 2 homework drawings	two compositional sketches for painting one finished painting 2 homework drawings	one final project 2 homework drawings
SPRING TERM				
C O N T E N	figure drawing proportion gesture volume line media	figure drawing mixed media "finished" pieces	portrait drawing proportion volume placement of features monoprints abstract portraits	final project

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T				
	synthesis of design skills	combining media and	rendering the human face	
S	rendering the human figure	figure drawing skills with	realistically	
K	realistically	MEANING		
I	excercises		printmaking skills	
L			abstraction	
L				
S				
	effort	three finished mixed media	three finished portraits	one final project
A	synthesis of design skills	pieces		
S	finished excercises			
S	three finished works			
E				
S	2 homework drawings	2 homework drawings	2 homework drawings	2 homework drawings
S				
M				
E				
N				
T				

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Jenny Bentwood (2155-JB) Adv. Spanish. Skill Level: H - Grade: N/A
For. Lang. - Spanish (1997-1998)

FALL TERM

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- Review of vocabulary and expressions related to basic daily conversations (classroom items, colors, numbers, clothing, weather, time, sports, etc.)
- Review of the present indicative tense and the functioning of the basic parts of speech (definite and indefinite articles, adjectives, interrogative pronouns, possessive adjectives, the concept of gender and number agreement, etc.).
- Review of the verb IR (to go) and the structure IR + a + infinitive.
- Review of the "pretérito" for regular and essential irregular verbs such as IR.

WINTER TERM

SPRING TERM

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- Review of vocabulary and expressions related to basic daily conversations (classroom items, colors, numbers, clothing, weather, time, sports, etc.)
- Review of the present indicative tense and the functioning of the basic parts of speech (definite and indefinite articles, adjectives, interrogative pronouns, possessive adjectives, the concept of gender and number agreement, etc.).
- Review of the verb IR (to go) and the structure IR + a + infinitive.
- Review of the "pretérito" for regular and essential irregular verbs such as IR.

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Emile Poisson (2015-EP) French I. Skill Level: R - Grade: N/A For. Lang. - French (1997-1998)			

FALL TERM

C O N T E N T	Cardinal numbers 1-20,use of negation, typical French names for girls and boys, use of accent marks, the French alphabet; its pronunciation.	Formation of regular -ER verbs used in a complex verb situation, form and uses of the subject pronouns, special uses of subject pronouns "tu" and "vous", and the use of infinitives.	Question words "what", "who", "why", and "how", present tense of "aller", telling time on the hour, gender of nouns and indefinite articles.	Numbers 1-100, definite articles, plurals, present tense of irregular verb "avoir", expressions with "avoir", vocabulary for classroom objects, present tense of regular verbs ending in -IR, and tell exact time.
S K I L S	The students will be able to introduce themselves, greet someone, introduce someone else, ask and tell someone's name, leave someone, and give telephone numbers.	The students will be able to express likes and dislikes, agree and disagree, give opinions, invite someone and refuse an invitation.	The students will be able to ask how someone is, tell how they are, ask what time it is, be able to tell time on the hour, accept and refuse an invitation, and order food and beverages.	The students will be able to ask for and state a price, express emotions, need, ask for and give information, state exact time, identify objects, ask what something is, and describe daily routines.
A S S E S S M E N T	Written quizzes and chapter tests.	Written quizzes and chapter tests.	Written quizzes and chapter tests.	Written quizzes and chapter tests.

WINTER TERM

C O	Vocabulary - Family, days, months, seasons, possessive adjectives, numbers to one	Agreement of adjectives gender and number, regular and irregular, formation and different	Vocabulary of countries and nationalities, masculine/feminine, forming questions ex./ estce que,	Possession with "de" and the definite article, vocabulary identifying trades and
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T	million, vocabulary to describe physical traits.	uses of verb "etre", past tense of "etre".	inversion and asking information.	professions, seasons and weather, uses of verbs "venir" and "faire"
S K I L S	The students will be able to ask for and give information, ask and tell the date, describe physical traits of family members.	The students will be able to express emotions, ask and tell how old someone is, describe character and explain something.	The students will be able to identify nationalities, ask and tell where someone is from, ask questions to obtain a variety of information.	The students will be able to identify professions, ask for information and give information. They will be able to express emotions.
A S S E S S M E N T	Written quizzes and chapter tests.	Written quizzes and chapter tests.	Written quizzes and chapter tests.	Written quizzes and chapter tests.

SPRING TERM

C O N T E N T	Vocabulary for clothing, "eller" and infinitive, "a" and definite articles, regular and irregular descriptive adjectives, verbs "acheter" and "preferer", -re verbs in present tense.	Vocab for vegetables, verb "vocoloir" and "pouvoir", demonstrative adjectives, vocabulary for specialty types of stores and foods, colors, partitive article to mean some, expressions of quantity, comparison of adjectives.	Vocabulary for types of housing, rooms in a house, and furniture, irregular verb "prendre", imperative, vocabulary for meals and table setting, irregular verb "mettre".	Vocabulary for different parts of the body and physical well-being, use of "falloir", verbs and infinitive, negative expressions, ailments, irregular verb "devoir".
S	The students will be able to express mood, likes and dislikes,	The students will be able to agree and disagree, indentify	The students will be able to accept and refuse an invitation,	The students will be able to express astonishment and

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
K I L L S	inquire about and compare price, choose and purchase items, ask for and give information.	objects, ask for permission, express likes and dislikes, ask for and state a price, inquire about and compare prices.	offer and accept gifts, excuse oneself, express intentions, describe daily routines.	emotions, point out something, express need and necessity, state exact and approximate time, express concern, make a complaint and make a prediction.
A S S E S S M E N T	Listening and speaking quizzes and tests. Written quizzes and chapter tests.	Listening and speaking quizzes and tests. Written quizzes and chapter tests.	Listening and speaking quizzes and tests. Written quizzes and chapter tests.	Listening and speaking quizzes and tests. Written quizzes and chapter tests. Final Exam

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Emile Poisson (2025-EP) French II. Skill Level: R - Grade: N/A For. Lang. - French (1997-1998)			

FALL TERM

C Formation of regular -er, -ir, and -re verbs in the present tense, O disjunctive pronouns, "de" and "a" with definite articles, irregular N verbs "avoir", "etre", "faire", and "aller" with infinitive to express N future time. T	Professions masculine and feminine forms, "venir" in present tense used with an infinitive, "passe compose" of regular -er, -ir, and -re verbs, with "avoir", "passe compose" of irregular verbs with "avoir".	The comparative and superlative of adjectives, the formation and use of demonstrative adjectives, "passe compose" of verbs conjugated with "etre".	Use and formation of prepositions before cities, countries and continents, irregular plural forms of nouns and adjectives, partitive articles versus the definite articles.
S The students will be able to write invitation, give addresses, write K postcards, express emotions, describe character, answer a I phone call, and ask for and give L information. L S	The students will learn to identify professions, describe physical traits, describe character, give opinions, express emotions, and describe past events.	The students will be able to compare people and things, sequence events, describe characters, express concern, astonishment, and disbelief.	The students will be able to make suggestions, choose and purchase items, and order foods and beverages.
A Written quizzes and chapter tests. S S E S S M E N T	Written quizzes and chapter tests.	Written quizzes and chapter tests.	Written quizzes, chapter tests, and final exam.

WINTER TERM

C Formation and use of reflexive verbs in the present tense, O vocabulary dealing with daily routine, imperative of reflexive	"Passe compose" of reflexive verbs, present tense of irregular verbs "s'asseoir"	Vocab dealing with sports and activities, direct objects "me", "te", "nous", and "vous".	Vocab dealing with TV programs, irregular verbs "offrir" and "courir", direct objects "le", "la", "l", and "les", use of "passe
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T	verbs, vocab for household appliances.			compose" write "le", "la", "l", and "les".
S K I L L S	The students will learn to describe daily routine, give orders, ask someone to hurry, make suggestions, and express likes and dislikes.	The students will learn to state a preference, give opinion, express emotions and describe past events.	The students will learn to describe past events, congratulateand commiserate, describe talents, abilities, and character.	The students will learn to describe daily routines, ask what something is, point out exception, make predictions, accept and refuse invitations.
A S S E S S M E N T	Written quizzes and chapter tests.	Written quizzes and chapter tests.	Written quizzes and chapter tests.	Written quizzes, chapter tests and final exam.

SPRING TERM

C O N T E N T	Vocabulary and expressions dealing with making purchases, relative pronouns "qui" and "que", indirect objects "lieu" , "leur" and more irregular verbs in present tense.	Vocabulary and expressions dealing with traveling by plane, rail and bus, double object pronouns, "il y a" and time expressions, depris and present tense, "savoir" and "connaitre".	Vocabulary and expressions dealing with hotels and hotel amenities, stress pronouns, imperfect tense and "faire", adjective "tour", vocab for meals, irregular verbs "borie" and "recevoir".	Professions, interrogative pronouns, imperfect vs "passe compose", irregular verb "viore".
S K	The students will ask for and give information. They will inquire about and make	They will be able to describe people, identify nationalities, describe past events and daily	The students will be able to express need and necessity , identify objects, restate	The students will be able to recount personal experiences, describe past events, identify

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
I L L S	suggestions. They will give opinions, give orders, and point out something.	routines. They will be able to order food, give orders and state prices.	information, give opinions, make requests, choose and purchase items, and describe daily routines.	professions and ask for and give information. They will describe physical traits, give opinions and tell locations.
A S S E S S M E N T	Listening and speaking quizzes and tests. Written quizzes and chapter tests.	Listening and speaking quizzes and tests. Written quizzes and chapter tests.	Listening and speaking quizzes and tests. Written quizzes and chapter tests.	Listening and speaking quizzes and tests. Written quizzes and chapter tests. Final exam.

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Emile Poisson (2035-EP) French III. Skill Level: R - Grade: N/A For. Lang. - French (1997-1998)			

FALL TERM

C O N T E N T	learn about travel habits of the French and tourism in France, review essential travel vocabulary and weather expressions, review the passé composé with avoir and être,	read about Canada’s Acadia region, review present subjunctive, review the use of the subjunctive, read and analyze an excerpt of <u>Le Petit Prince</u> .	The students will learn how French youths keep up with current events and why they think it is important to do so, learn how to extend and accept or refuse invitations, review the structure of questions, negatives, and the <i>imparfait</i> ,	read and discuss magazine articles, review formation and placement of irregular and regular adjectives, review subjunctive vs. infinitive, and read excerpts by contemporary French writers
S K I L L S	be able to talk about the weather, express actions in the past tense	read short excerpts in French, use the subjunctive tense after certain expressions	be able to offer and refuse invitations, discuss current events, pose questions in 3 different ways and express actions in the past using the <i>imparfait</i>	use adjectives in their correct form and location in a sentence, know when to use either the subjunctive or infinitive, and read more advanced excerpts of French writing
A S S E S S M E N T	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.

WINTER TERM

C O N	the students will learn what leisure activities are popular with the French, learn to express opinions, review <i>imparfait vs passé composé</i> ,	and comparative and superlative constructions, review the present subjunctive, learn the past subjunctive, and read and analyze a poem by Jacques	The students will learn about the European Community and how it came about, compare American and French character traits, express personal opinions,	The students will learn about social problems in France , about petty crimes and reporting to police, how to express agreement or disagreement, and
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T	*the students will also spend time presenting a skit in french that will be performed for other classes	Prévert	review identifying cities, countries, continents, and how to tell other people what you do, learn how to express future events, read and discuss a song	discuss various subjects such as the news, social problems, etc. with others, learn to describe past actions in formal writing and review the use of the subjunctive after conjunctions
S K I L S	the students will be able to express themselves using both the passe compose and the imparfait to describe actions in the past	students will be able to compare things to each other and express superlatives as well as use the present and past subjunctive in written and oral expression	students will be able to express their opinions using current french youth expressions, as well as be able to discuss the E.C., what one does for a living and how to express future events	students will be able use vocabulary to discuss social issues, agree and disagree, and express themselves in the past and subjunctive tenses
A S S E S S M E N T	quizzes and skit presentation	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.

SPRING TERM

C O N T E N T	what values are important to the French, and compare them with their own, discuss chores and division of labor, learn how to express congratulations, best wishes, and condolences in typical real-life situations, review “some” vs. “any” and express who, whom, which, and that, read excerpts from French newspapers, learn to express “of which” and “whose”,	learn about health and physical fitness in France, read and discuss magazine articles, review how to express “which one” “this one” “that one” “these” or “those”; learn more about telling what belongs to you and others, read and discuss literary excerpts	learn about French passion and pride in art and scientific research, read about a French monument, learn to express reactions, review how to express conditions and how to ask for things politely, learn to describe actions that precede other actions in the past and to describe people, events and simultaneous actions	read and discuss newspaper articles and a cartoon, learn to express what would have happened if certain conditions had prevailed.
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S K I L S	using prepositions and relative pronouns, how to express certainty and doubt, and how to talk about past actions that precede other past actions *the students will work in pairs, small groups, and individually to further develop their speaking, listening, reading, and writing skills	situations, discuss your health, review expressions in the past, *the students will work in pairs, small groups, and individually to further develop their speaking, listening, reading, and writing skills	small groups, and individually to further develop their speaking, listening, reading, and writing skills	small groups, and individually to further develop their speaking, listening, reading, and writing skills
A S S E S S M E N T	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Emile Poisson (2045-EP) French IV. Skill Level: R - Grade: N/A For. Lang. - French (1997-1998)			

FALL TERM

C O N T E N T	The students will review verb conjugations, negative and interrogative constructions, and nominal groups, we will reintroduce the use of French by studying French poems	* we will begin reading longer texts by using the short stories of Guy de Maupassant <i>La Parure</i> and <i>Le Collier</i> *Time will also be spent preparing students for the SAT II	The students will begin reading <u>Le Petit Prince</u> by Saint-Exupéry and discuss readings. Through class discussions and written assignments, they will work on perfecting the use of grammar and vocabulary acquired through spoken and written activities.	The students will begin reading <u>Le Petit Prince</u> by Saint-Exupéry and discuss readings. Through class discussions and written assignments, they will work on perfecting the use of grammar and vocabulary acquired through spoken and written activities.
	conjugate irregular verbs in the present tense, read and understand French poetry	read and understand French short stories and master grammar reviewed from first 3 years of French	the students will be able to read, understand, and discuss French texts as well as write short essays on what they have read	the students will be able to read, understand, and discuss French texts as well as write short essays on what they have read
	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	periodic quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	written quizzes and test to measure the mastery of the various elements of language. write short compositions, and will be evaluated on the quality of their written self-expression. The students will do guided role play, developing situational dialogues, short and longer responses.

WINTER TERM

C O N	The students will review the uses of <i>passé composé</i> , <i>imparfait</i> , <i>plus-que-parfait</i> , and the <i>passé simple</i>	*The students will continue reading <u>Le Petit Prince</u> by Saint-Exupéry and discuss readings. *the students will learn to use subject, accentuated, and object	*The students will continue reading <u>Le Petit Prince</u> by Saint-Exupéry and discuss readings. *the students will learn reflexive verbs and pronouns,	The students will perfect their use of the infinitive, present participles, and the subjunctive through written and interactive classroom exercises
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T		pronouns; “y” and “en”, placement and order of pronouns	complement pronouns, and compound tenses.	*The students will do independent research projects on a chosen aspect of Francophone life and present their findings to the class.
S K I L S	*The students will continue reading <u>Le Petit Prince</u> by Saint- Exupéry and discuss readings. Through class discussions and written assignments, they will work on perfecting the use of grammar and vocabulary acquired through spoken and written activities.	*The students will continue reading <u>Le Petit Prince</u> by Saint- Exupéry and discuss readings. Through class discussions and written assignments, they will work on perfecting the use of grammar and vocabulary acquired through spoken and written activities.	*The students will continue reading <u>Le Petit Prince</u> by Saint- Exupéry and discuss readings. *the students will be able to express themselves using reflexive verbs, complement pronouns and compound tenses in oral and written expression	*the students will be able to express themselves using more complex verb forms (present participle and subjunctive)
A S S E S M E N T	written quizzes and test to measure the mastery of the various elements of language. Students will be expected to write short compositions, and will be evaluated on the quality of their written self-expression. The students will do guided role play, developing situational dialogues, short and longer responses.	written quizzes and test to measure the mastery of the various elements of language. Students will be expected to write short compositions, and will be evaluated on the quality of their written self-expression. The students will do guided role play, developing situational dialogues, short and longer responses.	written quizzes and test to measure the mastery of the various elements of language. Students will be expected to write short compositions, and will be evaluated on the quality of their written self-expression. The students will do guided role play, developing situational dialogues, short and longer responses.	written quizzes and test to measure the mastery of the various elements of language. Students will be expected to write short compositions, and will be evaluated on the quality of their written self-expression. The students will do guided role play, developing situational dialogues, short and longer responses.

SPRING TERM

C O N T E N T	The students will review and work on perfecting the use of adjectives, adverbs, numbers, indefinite expression, and negation	The class will read Molière’s <u>Le Bourgeois Gentilhomme</u> and discuss class issues, the role of education, as well as the history of French theater. *The students will perfect their use of the future, conditional, futur antérieur and the conditional past tenses, as well as the passive and infinitive constructions	The class will read Molière’s <u>Le Bourgeois Gentilhomme</u> and discuss class issues, the role of education, as well as the history of French theater.	The students will read daily news from French speaking countries of their choice and bring topics of discussion to class
S	students will be able to express themselves using adjectives and	Through class discussions and written assignments, they will work on perfecting the use of	Through class discussions and written assignments, they will work on perfecting the use of	*students will be completing a trimester project researching a famous French speaking

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
K I L L S	adverbs correctly as well as perfecting indefinite expressions and various forms of negation	grammar and vocabulary acquired through spoken and written activities.	grammar and vocabulary acquired through spoken and written activities.	individual and will present their findings to the class in the form of a 10 - 15 minute monologue (en Français of course!)
A S S E S S M E N T	quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	quizzes and a chapter test that measure reading, writing, listening, and speaking skills.	oral presentation and final examperiodic

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Priscilla Fay (2215-PF) Latin I. Skill Level: R - Grade: N/A
For. Lang. - Latin (1997-1998)

FALL TERM

<p>Week one</p> <p>C GRAMMAR</p> <p>O -Meaning of parts of speech:</p> <p>N nouns, adj, adv. and verbs;</p> <p>T -New vocabulary</p> <p>E -Derivatives of vocabulary</p> <p>N -Pronunciation</p> <p>T -Selecting Latin names; - Classroom conversation</p> <p>WORKBOOK: <u>Twelve Hours in the Life of Felix</u></p> <p>EXPECTATIONS</p> <p>Read syllabus and have discussions about expectation. How does that fit with the FOL at NHS</p> <p>Week two</p> <p>GRAMMAR</p> <p>-Meaning of Subjects, verbs, linking verbs and complements through new Latin Vocabulary</p> <p>-Derivatives of Vocabulary</p> <p>Classroom Conversation</p> <p>History: The Roman family</p> <p>-Respect and responsibility</p> <p>S -retention, diligence, critical</p> <p>K thinking, organization,</p> <p>I memorization,cooperative skills,</p> <p>L -auditory skills, skills in healthy</p> <p>L competition</p> <p>S -vocabulary</p> <p>-Translation from Latin to English</p> <p>-use of derivatives</p> <p>-identifying the parts of speech</p>	<p>week three</p> <p>GRAMMAR</p> <p>-Forms and meaning for Latin</p> <p>Nouns and Adjectives</p> <p>-Introduction of declensions</p> <p>-singular and plural endings</p> <p>-Handouts on latin Language; rules and patterns</p> <p>-Diagramming Sentences</p> <p>-Derivatives of vocab.</p> <p>-Classroom Conversation</p> <p>-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical</p> <p>HISTORY:</p> <p>Roman Life - Dress, styles of times, class influence, city vs. country, colors, stages, eras</p> <p>-Peoples of Italy, Houses and Architecture</p> <p>-Mini research project begins by selecting a topic from either of these two chapters</p> <p>-Respect and responsibility</p> <p>-retention, diligence, critical</p> <p>thinking, organization,</p> <p>memorization,cooperative skills,</p> <p>-auditory skills, skills in healthy</p> <p>competition</p> <p>-vocabulary</p> <p>-English grammar through Latin</p> <p>-Translation from Latin to English</p>	<p>Week five</p> <p>GRAMMAR</p> <p>-Forms and Meaning of the complimentary infinitive in Latin and English</p> <p>-Prompter verbs</p> <p>-Review of the grammar from weeks before, especially infinitives.</p> <p>-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical</p> <p>HISTORY:</p> <p>-Myth of Aneas</p> <p>- City life (Roman cities, structure and layout, cultures, lifestyles, living arrangements.</p> <p>MOVIE:</p> <p>Forum Romanam - current events video done in Latin. Take of from the Today Show.</p> <p>PARENTS WEEKEND</p> <p>-Scrabble challenge in Latin with the help of parents.</p> <p>-Respect and responsibility</p> <p>-retention, diligence, critical</p> <p>thinking, organization,</p> <p>memorization,cooperative skills,</p> <p>-auditory skills, skills in healthy</p> <p>competition</p> <p>-comprehesive reviewing skills (the ability to take the time to go back over old material and look for new ways to</p>	<p>Week seven</p> <p>-Forms and Meaning of Infinitive with impersonal verbal phrase</p> <p>-gender of nouns and adjectives</p> <p>-Classroom Conversation</p> <p>-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical</p> <p>HISTORY</p> <p>- Internet search on Slavery</p> <p>Week Eight</p> <p>GRAMMAR</p> <p>-Endings of Nouns and Adjectives, agreement overview</p> <p>-Classroom Conversation</p> <p>-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical</p> <p>HISTORY</p> <p>The History, Success and Failure of the Roman Republic.</p> <p>Moral conversations with struggles of power</p> <p>-Respect and responsibility</p> <p>-retention, diligence, critical</p> <p>thinking, organization,</p> <p>memorization,cooperative skills,</p> <p>-auditory skills, skills in healthy</p> <p>competition</p> <p>-internet skills in research</p> <p>-comprehesive reviewing skills (the ability to take the time to go back over old material</p>
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Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
in relationship to a sentence -thinking about English in relation to Latin -searching names and researching how to name properly in Latin -teaching skills -ability to apply information to the real world (Twelve Hours in the Life of Felix)	-use of derivatives -research techniques in the ARC -Overview of creation of bibliographies -simple sentence structure -understanding verbs and the concept of a linking verb ("to be") -writing during research project and journal entry -Use of the English Dictionary -teaching skills	address it and ingest it.) -Unit test(units I - V) -vocabulary -translation of written and spoken Latin -sentence diagramming -teaching skills	and look for new ways to address it and ingest it.) -Unit test(units I - V) -vocabulary -translation of written and spoken Latin -diagramming of sentences -teaching skills
-weekly quizzes upon completion of each chapter S - journal on reading S -notebook and homework check E -dictation S -Homework correction on the board M -Language Activity Book N -games, quiz bowl, scrabble, T -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary	-weekly quizzes upon completion of each chapter -test for midterm and review for that - journal on reading -notebook and homework check -Homework correction on the board -Language Activity Book -games, quiz bowl, scrabble, -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary	-weekly quizzes upon completion of each chapter - journal on reading -notebook and homework check -Homework correction on the board -Language Activity Book -games, quiz bowl, scrabble, twister, jeopardy -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary	-weekly quizzes upon completion of each chapter Test on chapters 1-7 as final exam, review for final exam - journal on reading -notebook and homework check -Homework correction on the board -Language Activity Book -games, quiz bowl, scrabble, -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary

WINTER TERM

Week One - Three	Week Four	Week Seven	Week Nine
C Projects Period - two and a half O week preparation most of the N class periods for an all school T carolling tour on campus. E GRAMMAR - Week one N -Vocabulary and derivatives	GRAMMAR -Vocabulary and derivatives -Review IX and X to cover loss over Christmas. Assess independent learning HISTORY	GRAMMAR -Vocabulary and derivatives -3rd Declension I-stem Nouns -Verbs; The imperfect tense HISTORY -Forum Romanum IV	GRAMMAR -Vocabulary and derivatives Nouns; Neuter, numerals and numbers -Adjectives agreement I -Word Study

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T	-Verbs - persons in English grammar and Latin gramproper endings. What does it mean? GRAMMAR - Week Two -Vocabulary and derivatives -Prepositional Phrases: - Accustive and ablative Cases; - Nouns; Cases and Declensions; HISTORY -Major Gods and Goddesses Foram Romanam II GRAMMAR - Week Three -Vocabulary and derivatives -Accusative and infinitive; conjuation of verbs, i.e. endings, person and number. -The present tense	Major Gods and Goddesses cont. -Expressions-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical Week Five GRAMMAR -Vocabulary and derivatives -The genitive case: possessive -Putting together the entire declension and all the endings. -Deciphering genitive singular or nominative plural in some Latin endings. HISTORY Roman Names; The Founding of	-Overview of geography for NLE (National Latin Exam) Week Eight GRAMMAR -Vocabulary and derivatives -The Imperfect tense II -Irregular verbs HISTORY -Forum Romanam VII -State Mottoes and familiar Latin expressions for NLE -The Kings of Rome -The first Emperors	HISTORY -Forum Romanam VIII -Review of History and Important dates (for NLE) Week Ten GRAMMAR -Vocabulary and derivatives -Full review and focus for the NLE -NLE at the end of the week HISTORY -Forum Romanam VIII -Movies The Heroes and The Gods (for NLE) Week Eleven and Twelve GRAMMAR -Vocabulary and derivatives
S	-Respect and responsibility - responsibility for independent	-Respect and responsibility -retention, diligence, critical thinking, organization,	-Respect and responsibility -retention, diligence, critical thinking, organization,	-Respect and responsibility -retention, diligence, critical thinking, organization,
K	learning.	memorization,cooperative skills,	memorization,cooperative skills,	memorization,cooperative skills,
I	-retention, diligence, critical	-auditory skills, skills in healthy	-auditory skills, skills in healthy	-auditory skills, skills in healthy
L	thinking, organization,	competition	competition	competition
L	memorization,cooperative skills,	-vocabulary	-vocabulary	-vocabulary
S	-auditory skills, skills in healthy competition -vocabulary -English grammar through Latin -Translation from Latin to English -use of derivatives -Group work: planning, preparation, communciation -writing skills	-English grammar through Latin -Translation from Latin to English -use of derivatives -Writing skills	-English grammar through Latin -Translation from Latin to English -use of derivatives -Writing skills	-English grammar through Latin -Translation from Latin to English -use of derivatives -Writing skills
	-weekly take home quiz through	-Weekly quiz in grammar and	-Weekly quiz in grammar and	-Weekly quiz in grammar and
A	pojects period upon completion	vocabulary	vocabulary	vocabulary
S	of each chapter in grammar and	-Test	-Bulletin Creation	-Final Exam
S	vocabulary	-Bulletin Creation	-Language Activity Book	-Bulletin Creation
E	-notebook and homework	-Language Activity Book	-games, quiz bowl, scrabble,	-Language Activity Book

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S check S -dictation M -Homework correction on the E board N -Language Activity Book T -games, quiz bowl, scrabble, -feed back in class -individual help sessions. Outward Bound initiatives to assess cooperative learning -name game initiative with classroom conversation or conversation vocabulary -Students teaching mini lessons to class -Paired assessments and group work -Journaling	-Games, quiz bowl, scrabble, -Feed back in class -Individual Help Sessions -dicatation -Comprehensive Review -Students teaching mini lessons to class -Paired assessments and group work	-feed back in class -dictation -individual help sessions. Outward Bound initiatives to assess cooperative learning -name game initiative with classroom conversation or conversation vocabulary -Students teaching mini lessons to class -Journaling -Paired assessments and group work -individual activities, research projects	-games, quiz bowl, scrabble, -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary -Students teaching mini lessons to class -Journaling -Paired assessments and group work -individual activities, research projects

SPRING TERM

Travel Assignment C -wriing letters O -planning N -budgeting with \$4,000 T -Sumary of Tenses, Vocab + E grammar, auxiliary verbs N -Presentation on Travel T Assignments <u>History</u> : Test + Literature -growing up -A politicians progress -The Glory of Ancient Rome <u>-word meaning - Latin/English</u> -Research skills S -writing skills (with better K grammar base) I -internet use L -planning budgeting L -memorization	Unit XVII + XVIII - Interrogative pronouns + adjectives Dature with adjectives -2 Quizzes -Presentations <u>History</u> : pagan amusements Spartacus or Telemachus writing + writers (ch. reading) word meaning - Latin/English -Research + planning + writing skills to finish project on her own. -internet use -planning budgeting -memorization	Unit XIX + XX - more uses of infinitives: Parsing Expressions of Place: Review of Prepositions -2 quizzes -1 test <u>History</u> : text + these were the Romans - Roman Life Charist Races; Rome's Ancient Rome -A day at the Races -Imperial Slaves -Everyday -internet use -memorization -vocabulary -diligence -organization (notebook) -critical thinking	-Review of five Units grammar -History -Entertainment Exam Prep + Completion -memorization -self assessment + reviewing skills -vocabulary -diligence -organization (notebook)
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S	-vocabulary -diligence -organization (notebook) -critical thinking -prefix + suffix use -study, review, self assessment	-vocabulary -diligence -organization (notebook) -critical thinking -prefix + suffix use -study, review, assessment (self) - Presentation**	-prefix + suffix use -study, review + assessment -self presentation -verbal speaking in class	-critical thinking -prefix + suffix use -study group
A	-weekly quizzes - pop + assigned	-weekly quizzes - pop + assigned	-weekly quizzes - pop + assigned	-weekly quizzes - pop + assigned
S	-tests	-test	-test	-test
S	-verbal assessment	-verbal assessment	-verbal assessment	-verbal assessment
E	-study groups	-study groups	-study groups	-study groups
S	-individual meetings	-individual meetings	-individual meetings	-individual meetings
S	-written material (journal)	-written material (journal)	-written material (journal)	-written material (journal)
M	-activity, games, cooperative	-activity, games, cooperative	-activity, games, cooperative	-activity, games, cooperative
E	learning	learning	learning	learning
N	-homework	-homework	-homework	-homework
T	Games: -puzzles -boards -sentence cards -playing cards -bulletins (posters) -tennis ball game			

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Priscilla Fay (2215-PF) Latin I. Skill Level: R - Grade: N/A
For. Lang. - Latin (1997-1998)

FALL TERM

<p>Week one</p> <p>C GRAMMAR</p> <p>O -Meaning of parts of speech:</p> <p>N nouns, adj, adv. and verbs;</p> <p>T -New vocabulary</p> <p>E -Derivatives of vocabulary</p> <p>N -Pronunciation</p> <p>T -Selecting Latin names; - Classroom conversation</p> <p>WORKBOOK: <u>Twelve Hours in the Life of Felix</u></p> <p>EXPECTATIONS</p> <p>Read syllabus and have discussions about expectation. How does that fit with the FOL at NHS</p> <p>Week two</p> <p>GRAMMAR</p> <p>-Meaning of Subjects, verbs, linking verbs and complements through new Latin Vocabulary</p> <p>-Derivatives of Vocabulary</p> <p>Classroom Conversation</p> <p>History: The Roman family</p> <p>-Respect and responsibility</p> <p>S -retention, diligence, critical</p> <p>K thinking, organization,</p> <p>I memorization,cooperative skills,</p> <p>L -auditory skills, skills in healthy</p> <p>L competition</p> <p>S -vocabulary</p> <p>-Translation from Latin to English</p> <p>-use of derivatives</p> <p>-identifying the parts of speech</p>	<p>week three</p> <p>GRAMMAR</p> <p>-Forms and meaning for Latin</p> <p>Nouns and Adjectives</p> <p>-Introduction of declensions</p> <p>-singular and plural endings</p> <p>-Handouts on latin Language; rules and patterns</p> <p>-Diagramming Sentences</p> <p>-Derivatives of vocab.</p> <p>-Classroom Conversation</p> <p>-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical</p> <p>HISTORY:</p> <p>Roman Life - Dress, styles of times, class influence, city vs. country, colors, stages, eras</p> <p>-Peoples of Italy, Houses and Architecture</p> <p>-Mini research project begins by selecting a topic from either of these two chapters</p> <p>-Respect and responsibility</p> <p>-retention, diligence, critical</p> <p>thinking, organization,</p> <p>memorization,cooperative skills,</p> <p>-auditory skills, skills in healthy</p> <p>competition</p> <p>-vocabulary</p> <p>-English grammar through Latin</p> <p>-Translation from Latin to English</p>	<p>Week five</p> <p>GRAMMAR</p> <p>-Forms and Meaning of the complimentary infinitive in Latin and English</p> <p>-Prompter verbs</p> <p>-Review of the grammar from weeks before, especially infinitives.</p> <p>-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical</p> <p>HISTORY:</p> <p>-Myth of Aneas</p> <p>- City life (Roman cities, structure and layout, cultures, lifestyles, living arrangements.</p> <p>MOVIE:</p> <p>Foram Romanam - current events video done in Latin. Take of from the Today Show.</p> <p>PARENTS WEEKEND</p> <p>-Scrabble challenge in Latin with the help of parents.</p> <p>-Respect and responsibility</p> <p>-retention, diligence, critical</p> <p>thinking, organization,</p> <p>memorization,cooperative skills,</p> <p>-auditory skills, skills in healthy</p> <p>competition</p> <p>-comprehesive reviewing skills (the ability to take the time to go back over old material and look for new ways to</p>	<p>Week seven</p> <p>-Forms and Meaning of Infinitive with impersonal verbal phrase</p> <p>-gender of nouns and adjectives</p> <p>-Classroom Conversation</p> <p>-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical</p> <p>HISTORY</p> <p>- Internet search on Slavery</p> <p>Week Eight</p> <p>GRAMMAR</p> <p>-Endings of Nouns and Adjectives, agreement overview</p> <p>-Classroom Conversation</p> <p>-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical</p> <p>HISTORY</p> <p>The History, Success and Failure of the Roman Republic.</p> <p>Moral conversations with struggles of power</p> <p>-Respect and responsibility</p> <p>-retention, diligence, critical</p> <p>thinking, organization,</p> <p>memorization,cooperative skills,</p> <p>-auditory skills, skills in healthy</p> <p>competition</p> <p>-internet skills in research</p> <p>-comprehesive reviewing skills (the ability to take the time to go back over old material</p>
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Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
in relationship to a sentence -thinking about English in relation to Latin -searching names and researching how to name properly in Latin -teaching skills -ability to apply information to the real world (Twelve Hours in the Life of Felix)	-use of derivatives -research techniques in the ARC -Overview of creation of bibliographies -simple sentence structure -understanding verbs and the concept of a linking verb ("to be") -writing during research project and journal entry -Use of the English Dictionary -teaching skills	address it and ingest it.) -Unit test(units I - V) -vocabulary -translation of written and spoken Latin -sentence diagramming -teaching skills	and look for new ways to address it and ingest it.) -Unit test(units I - V) -vocabulary -translation of written and spoken Latin -diagramming of sentences -teaching skills
-weekly quizzes upon completion of each chapter A - journal on reading S -notebook and homework E check S -dictation S -Homework correction on the M board E -Language Activity Book N -games, quiz bowl, scrabble, T -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary	-weekly quizzes upon completion of each chapter -test for midterm and review for that - journal on reading -notebook and homework check -Homework correction on the board -Language Activity Book -games, quiz bowl, scrabble, -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary	-weekly quizzes upon completion of each chapter - journal on reading -notebook and homework check -Homework correction on the board -Language Activity Book -games, quiz bowl, scrabble, twister, jeopardy -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary	-weekly quizzes upon completion of each chapter Test on chapters 1-7 as final exam, review for final exam - journal on reading -notebook and homework check -Homework correction on the board -Language Activity Book -games, quiz bowl, scrabble, -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary

WINTER TERM

Week One - Three	Week Four	Week Seven	Week Nine
C Projects Period - two and a half O week preparation most of the N class periods for an all school T carolling tour on campus. E GRAMMAR - Week one N -Vocabulary and derivatives	GRAMMAR -Vocabulary and derivatives -Review IX and X to cover loss over Christmas. Assess independent learning HISTORY	GRAMMAR -Vocabulary and derivatives -3rd Declension I-stem Nouns -Verbs; The imperfect tense HISTORY -Forum Romanum IV	GRAMMAR -Vocabulary and derivatives Nouns; Neuter, numerals and numbers -Adjectives agreement I -Word Study

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T	-Verbs - persons in English grammar and Latin gramproper endings. What does it mean? GRAMMAR - Week Two -Vocabulary and derivatives -Prepositional Phrases: - Accustive and ablative Cases; - Nouns; Cases and Declensions; HISTORY -Major Gods and Goddesses Foram Romanam II GRAMMAR - Week Three -Vocabulary and derivatives -Accusative and infinitive; conjuation of verbs, i.e. endings, person and number. -The present tense	Major Gods and Goddesses cont. -Expressions-Moral conversations reflecting Teasers and quotations in Latin, both historical and commical Week Five GRAMMAR -Vocabulary and derivatives -The genitive case: possessive -Putting together the entire declension and all the endings. -Deciphering genitive singular or nominative plural in some Latin endings. HISTORY Roman Names; The Founding of	-Overview of geography for NLE (National Latin Exam) Week Eight GRAMMAR -Vocabulary and derivatives -The Imperfect tense II -Irregular verbs HISTORY -Forum Romanam VII -State Mottoes and familiar Latin expressions for NLE -The Kings of Rome -The first Emperors	HISTORY -Forum Romanam VIII -Review of History and Important dates (for NLE) Week Ten GRAMMAR -Vocabulary and derivatives -Full review and focus for the NLE -NLE at the end of the week HISTORY -Forum Romanam VIII -Movies The Heroes and The Gods (for NLE) Week Eleven and Twelve GRAMMAR -Vocabulary and derivatives
S	-Respect and responsibility - responsibility for independent	-Respect and responsibility	-Respect and responsibility	-Respect and responsibility
K	learning.	-retention, diligence, critical thinking, organization,	-retention, diligence, critical thinking, organization,	-retention, diligence, critical thinking, organization,
I	-retention, diligence, critical	memorization,cooperative skills,	memorization,cooperative skills,	memorization,cooperative skills,
L	thinking, organization,	-auditory skills, skills in healthy competition	-auditory skills, skills in healthy competition	-auditory skills, skills in healthy competition
L	memorization,cooperative skills,	-vocabulary	-vocabulary	-vocabulary
S	-auditory skills, skills in healthy competition	-English grammar through Latin	-English grammar through Latin	-English grammar through Latin
	-vocabulary	-Translation from Latin to English	-Translation from Latin to English	-Translation from Latin to English
	-English grammar through Latin	-use of derivatives	-use of derivatives	-use of derivatives
	-Translation from Latin to English	-Writing skills	-Writing skills	-Writing skills
	-use of derivatives			
	-Group work: planning, preparation, communciation			
	-writing skills			
	-weekly take home quiz through	-Weekly quiz in grammar and vocabulary	-Weekly quiz in grammar and vocabulary	-Weekly quiz in grammar and vocabulary
A	pojects period upon completion	-Test	-Bulletin Creation	-Final Exam
S	of each chapter in grammar and	-Bulletin Creation	-Language Activity Book	-Bulletin Creation
S	vocabulary	-Language Activity Book	-games, quiz bowl, scrabble,	-Language Activity Book
E	-notebook and homework			

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S check S -dictation M -Homework correction on the E board N -Language Activity Book T -games, quiz bowl, scrabble, -feed back in class -individual help sessions. Outward Bound initiatives to assess cooperative learning -name game initiative with classroom conversation or conversation vocabulary -Students teaching mini lessons to class -Paired assessments and group work -Journaling	-Games, quiz bowl, scrabble, -Feed back in class -Individual Help Sessions -dicatation -Comprehensive Review -Students teaching mini lessons to class -Paired assessments and group work	-feed back in class -dictation -individual help sessions. Outward Bound initiatives to assess cooperative learning -name game initiative with classroom conversation or conversation vocabulary -Students teaching mini lessons to class -Journaling -Paired assessments and group work -individual activities, research projects	-games, quiz bowl, scrabble, -feed back in class -individual help sessions. -name game initiative with classroom conversation or conversation vocabulary -Students teaching mini lessons to class -Journaling -Paired assessments and group work -individual activities, research projects

SPRING TERM

Travel Assignment C -wriing letters O -planning N -budgeting with \$4,000 T -Sumary of Tenses, Vocab + E grammar, auxiliary verbs N -Presentation on Travel T Assignments <u>History</u> : Test + Literature -growing up -A politicians progress -The Glory of Ancient Rome <u>-word meaning - Latin/English</u> -Research skills S -writing skills (with better K grammar base) I -internet use L -planning budgeting L -memorization	Unit XVII + XVIII - Interrogative pronouns + adjectives Dature with adjectives -2 Quizzes -Presentations <u>History</u> : pagan amusements Spartacus or Telemachus writing + writers (ch. reading) word meaning - Latin/English -Research + planning + writing skills to finish project on her own. -internet use -planning budgeting -memorization	Unit XIX + XX - more uses of infinitives: Parsing Expressions of Place: Review of Prepositions -2 quizzes -1 test <u>History</u> : text + these were the Romans - Roman Life Charist Races; Rome's Ancient Rome -A day at the Races -Imperial Slaves -Everyday -internet use -memorization -vocabulary -diligence -organization (notebook) -critical thinking	-Review of five Units grammar -History -Entertainment Exam Prep + Completion -memorization -self assessment + reviewing skills -vocabulary -diligence -organization (notebook)
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S	-vocabulary -diligence -organization (notebook) -critical thinking -prefix + suffix use -study, review, self assessment	-vocabulary -diligence -organization (notebook) -critical thinking -prefix + suffix use -study, review, assessment (self) - Presentation**	-prefix + suffix use -study, review + assessment -self presentation -verbal speaking in class	-critical thinking -prefix + suffix use -study group
A	-weekly quizzes - pop + assigned	-weekly quizzes - pop + assigned	-weekly quizzes - pop + assigned	-weekly quizzes - pop + assigned
S	-tests	-test	-test	-test
S	-verbal assessment	-verbal assessment	-verbal assessment	-verbal assessment
E	-study groups	-study groups	-study groups	-study groups
S	-individual meetings	-individual meetings	-individual meetings	-individual meetings
S	-written material (journal)	-written material (journal)	-written material (journal)	-written material (journal)
M	-activity, games, cooperative	-activity, games, cooperative	-activity, games, cooperative	-activity, games, cooperative
E	learning	learning	learning	learning
N	-homework	-homework	-homework	-homework
T	Games: -puzzles -boards -sentence cards -playing cards -bulletins (posters) -tennis ball game			

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Jenny Bentwood (2115-JB) Spanish I. Skill Level: R - Grade: N/A
For. Lang. - Spanish (1997-1998)

FALL TERM

<p>-cognates</p> <p>C -verbs: es, son, ser</p> <p>O -vocabulary for members of the</p> <p>N family</p> <p>T -salutations</p> <p>E -suffixes: -cion, -sion, -dad</p> <p>N -using "de" to express</p> <p>T possession</p> <p>-mi(s), su(s)</p> <p>-La familia hispanicas</p> <p>-La Guerra Cirla espanola</p>	<p>-numbers 0-21</p> <p>-salutation</p> <p>-suffixes: -oso, -ia, -mente</p> <p>-subject pronouns: el, ella, ellos(as)</p> <p>-third person verbs</p> <p>-third person forms of regular verbs</p> <p>-infinitive and their use.</p>	<p>-vocabulary related to classes</p> <p>-vocabulary of domestic animals</p> <p>-presentations</p> <p>-suffixes: ismo, ista, or</p> <p>-subject pronouns: 'yo', tu, usted</p> <p>-first person singular forms of regular verbs</p> <p>-second person singular forms of regular verbs</p> <p>-Adjectives (gender+number)</p>	<p>-days of the week</p> <p>-telling time</p> <p>-saying farewell</p> <p>-suffixes: -ante, -ente, -ura</p> <p>-subject pronoun(nosotros), ustedes, vosotros</p> <p>-first person plural form of regular verbs.</p> <p>-the verb ir</p>
<p>-developing ability to recognize cognates</p> <p>S cognates</p> <p>K -notetaking</p> <p>I -organization of homework</p> <p>L and handouts</p> <p>L -expressing existence using the verb 'to be'</p> <p>S -students will be able to greet someone</p> <p>-using possessive pronouns to express first person + third person possession</p> <p>-memorization</p> <p>-study skills</p> <p>-stronger English grammar base</p>	<p>-notetaking</p> <p>-students will be able to greet each other more extensively</p> <p>-speaking about others using regular verbs</p> <p>-memorization of verbs(regular)</p> <p>-memorization of regular er, ar is endings</p> <p>-becoming comfortable with third person endings</p>	<p>-students have the ability to state what classes they are taking</p> <p>-students have ability to talk about family pets</p> <p>-students can give first person narrative</p> <p>-students introduce family members/friends to others</p>	<p>-using verbs to talk about group activities</p> <p>-being able to tell time in association with school related activities</p> <p>-being able to discuss group activities in the first person</p> <p>-being able to give a short oral narrative</p>
<p>-8 homework assignments</p> <p>A -2 quizzes</p> <p>S -1 take-home project</p> <p>S -notebook check</p> <p>E</p>	<p>-8 homework assignments</p> <p>-2 quizzes</p> <p>-paragraph</p> <p>-notebook check</p>	<p>-6 homework assignments</p> <p>-1 quiz</p> <p>-schedule of class day project</p> <p>-first person narrative</p>	<p>-5 homework assignments</p> <p>-oral narrative</p> <p>-written narrative of daily schedule</p> <p>-final exam</p>

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u> -1 quiz
S S M E N T				
WINTER TERM				
C O N T E N T	-present tense forms of regular verbs -interrogatives -vocabulary related to clothing -numbers 21-99 -courtesy -saber/canocer	-verbs: hacer, salir, dar, pover, traer, ver, decir, oir, tener, venir -regional differences of Spain -appreciation (giving of.....) -third person reflexive pronouns -third person forms of stem-changing verbs (present tense) -La Comida espanola	-months + seasons -colors -affirmations -reflexive pronouns me, te -possessive adjectives -possession with de -demonstrative adjectives	-descriptive adjectives -the verb is -stem vowel changing verbs (more) -vocabulary related to colors
S K I L S	-ability to do 1 page of present tense narrative in all persons -ability to ask questions -to express knowing: the difference between knowing people/places and knowing facts -memorization of clothing and ability to use those words in conversation	-ability to use the verb to do, to leave, to give, to put, etc. oral + written narrative -ability to identify patterns of irregularity in irregular verbs. -ability to thank someone for doing something. -ability to identify + use stem vowel changing verbs.	-discuss the months + activities associated with that month. -expressing possession in first, second + third person -ability to use demonstrative adjectives according to gender + numbers -conversational abilities -how to affirm someone's inquiry	-ability to describe an object using adjectives which agree in both gender and number -using the verb IR to make statements in the simple future -ability to discuss what one is "going to do"
A S S E S S M E N T	-clothing collage -6 homework assignments -1 page written narrative -in-class dialogues	-5 worksheets -5 homework assignments -2 quizzes -1 paragraph narrative concentrating on stem vowel changing + irregular verbs	-5 homework assignments -1 quiz -2 worksheets (in-class) -2 worksheets (take home) -1 on 1 in class evaluated dialogues	-5 homework assignments -1 written paragraph about future -final exam

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T				
SPRING TERM				
	-descriptive adjectives	-reflexive pronouns	-vocabulary related to seafood	-Las frutas
C	-mas despedidas	-present tense forms of stem -	- In a stor	-para animas
O	-reflexive pronouns, 'nos', 'os'	changing verbs	-first + second person singular	-third person indirect object
N	-first-person plural of stem -	-present tense forms of regular	direct object pronouns	pronouns
T	changing and reflexive verbs	verbs	-pretesite tense	-first person singular forms of
E	-ser + estar	-review of adjectives	-verbs used reflexively + non-	irregular verbs in pretesite
N	-Adjectives (part II)	-numbers 100-1000	reflexively	-gustar, encantar, molestar
T	-Los grandes maestros de la	-mas sobre el tuteo	-?Como se dice?	-vegetables
	pintura espanola	-third person direct object	-Vocabulary for meat	-ud.
		pronouns	-difficult conversations	-first + second person indirect
		-third person form of regular	-first + second person plural	object - object pronouns
		verbs	direct object pronouns	-double object prounouns
		-adjectives	-prepositions	-irregular verbs in pretesite
	-ability to describe objects +	-ability to talk about things	-ability to order meat + seafood	-ability to use different
S	people	one does to oneself	in a restaurant or store	conversational strategies for
K	-how to say goodbye formally	-ability to give years in Spanish	-ability to talk about what you or	dealing with talkative or
I	and informally	-using direct object pronouns	someone else did in the past	inquisitve people
L	-using reflexive pronouns to	to replace words + making		-some ways to talk about things
L	discuss first person plural	sure it agrees in number and		you did with others in the past.
S	activities	gender		
	-ability to identify + describe			
	artwork of famous Spanish			
	painters			
	-8 homework assignments	-8 homework assignments	-8 homework assignments	-final exam
A	-2 quizzes	-2 quizzes	-2 quizzes	-written
S	-1 test	-1 paper	-1 test	-oral
S				
E				
S				
S				
M				
E				
N				
T				

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Matt Stewart (2115-MS) Spanish I. Skill Level: R - Grade: N/A For. Lang. - Spanish (1997-1998)			

FALL TERM

C O N T E N T	<ul style="list-style-type: none">•Basic question words ("cómo", "de dónde", etc.)•the Spanish alphabet with emphasis on the vowels for accurate pronunciation•The numbers 0-100•Family vocabulary•Verb forms essential to the skills below, taught as vocabulary (i.e., "estás") along with articles and prepositions (i.e., el and de)•Primary colors	<ul style="list-style-type: none">•List of 20 most often used verbs•The concept of conjugation and the Present Indicative Tense•Useful phrases related to the 20 verbs
	<ul style="list-style-type: none">•Pronouncing the letters of the Spanish alphabet, especially the vowels•Making personal introductions including greetings, leave-takings, how you are and where you're from•Speaking and writing about family members•Recognizing the numbers 0-100 when spoken and being able to say them yourself•Identifying colors	<ul style="list-style-type: none">•Making basic statements in the present tense about your daily activities and those of others•Listening with understanding to the basic statements of your teacher and of recorded native speakers about their everyday actions and those of others•Asking basic questions of your peers about their everyday actions and those of other people•Reading -- with understanding -- sentences that incorporate the 20 verbs in the present tense•Writing with the 20 verbs to express your own and those of others such that a native speaker could understand
	<ul style="list-style-type: none">•Paired oral presentations on "making personal introductions"•Listening comprehension for numbers (circling the one you hear)•Answering questions asked by the teacher•Writing according to specific instructions (i.e., "Express where you are from in a complete sentence in Spanish.")•Locating the language taught in authentic written texts (i.e., Hispanic newspapers) and in video dialogue between native speakers	<ul style="list-style-type: none">•Correctly speaking and writing the 20 verbs from memory in Spanish from pictorial prompts.•Multiple choice translations.•Answering questions asked and written in Spanish in complete sentencesWriting, Speaking and asking questions about what you and others do in daily life to demonstrate practical mastery of the 20 verbs

WINTER TERM

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Jenny Bentwood (2125-JB) Spanish II. Skill Level: R - Grade: N/A For. Lang. - Spanish (1997-1998)			

FALL TERM

C O N T E N T S K I L L S A S S E S S M E N T	<ul style="list-style-type: none">-pronouns-pretessite tense of all types of verbs-Las instrucciones-3rd person singular and plural of the imperfect tense-present progressive-por, para-vocabulary for relatives-how to answer the phone-relate 2 or more actions in the past-ability to understand directions-ability to talk about what you are doing presently-ability to use typical Spanish expressions when speaking on the phone-family tree project-paper 1-3 quizzes-8 homework assignments	<ul style="list-style-type: none">-weather-second person plural of the imperfect-Idioms with tener/hacer-comparison of equality and inequality-changes in state-time expression in the imperfect-imperfect-how to talk about weather + climates in Spanish-using the imperfect to talk about the past-how to compare quantities that are both equal + unequal-describing peoples changes in moods, conditions of states of being-how to use the imperfect to talk about things you always used to-mapping project (weather)-test 1-2 quizzes-8 homework assignments	<ul style="list-style-type: none">-the parts of a house-domestic apparatus-past progressive-pretessite + imperfect-acabar de + ...-ability to express parts of the house + some appliances in Spanish-another way to describe what someone is doing right now.-another way to describe what someone was doing-house plan project-paper II-3 quizzes-8 homework assignments	<ul style="list-style-type: none">-describing personalities-review of pretessite & imperfect-reacciones-pretessite of saver +canocer-Hace + que-ability to describe peoples personalities both positively and negatively-ability to use the appropriate words to react to an event or comment-another way to express <u>ago</u>-final exam
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
WINTER TERM				
C	-review of personality descriptions	-pretessite of irregular verbs	-third person singular + plural forms of the future	-superlatives
O	-review of present + past tenses	-expressions of time	-future tense for regular verbs	-future forms of poder, tener
N	-review of statements of time	-using imperfect + pretessite in the same statement	-future of hacer, hay	-future of verbs with irregular stems
T		-infinitive as a subject		-future of probability
E				-body parts
N				-para saber que paso
T				
S	-ability to write coherently in the present and past	-ability to identify verbs which change meaning depending on the tenses in which they are written (saber, canocer, parer, querer, hay)	-ability to express oneself in the future tense	-describing objects using superlatives
K		-ability to identify and use infinitives as subjects	-discuss what you will become	-identify and memorize the irregular future verbs
I			-memorization of the future form endings	-using the future tense to ask what may be going on right now
L			-making flash cards	-how to ask questions to get information about something which occurred in the past.
L				
S				
A	PAPER (3 pages)	-daily quizzes	-horoscopes	-paper 2
S	(term project)	-8 homework assignments	-fortune telling assignments	-2 quizzes
S	-daily quizzes	-workbook assignments	-8 homework assignments	-review sheets
E		-in-class handouts	-2 quizzes	-final exam
S				
S				
M				
E				
N				
T				

SPRING TERM

C	-medical examinations	-stores + businesses
O	-verbs used to indicate reason	-the world and its way
N	-en una ciudad (in a city)	-present subjunctive and its uses
T	-vocabulary/conversation used between clients + businesses	-future events preceded by conjunctions of time
E	-3rd person singular/plural of	

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
N	present subjunctive	-subjunctive forms of stem		
T	-forms of the present subjunctive	changing verbs		
		-direct command with usted		
		-adjective clauses with subjunctive		
	-ability to talk about parts of the body			
S				
K	-the names for places inacity			
I	-express oneself one being			
L	examined by a doctor			
L	-ways to tell a person that			
S	he/she is right about something			
	-ways to talk about what people want others to do			
	-additional ways to treat people with respect			
	-use of subjunctive to discuss things about which you feel emotionally involved			
	-8 homework assignments			
A	-PAPER 1			
S	-2 quizzes			
S				
E				
S				
S				
M				
E				
N				
T				

1st Interim

Midterm

2nd Interim

Final

FALL TERM

C O N T E N T

SKILLS

ASSESSME

- The preterite and imperfect tenses.
- The Subjunctive Mood/The Present Subjunctive.
- The Mexican holiday, "Día de los Muertos."

- Narrating past experiences orally and in writing;
- Oral and visual recognition of the time of the actions of verbs.
- Expressing subjective reactions, wishes, requests, emotions and feelings about the actions of others in the present time both orally and in writing.
- Listening and reading with understanding the subjective reactions, wishes, requests, emotions and feelings about the actions of others in the present time.
- Explaining orally and in writing the holiday, "Día de los Muertos" in terms of its current practices and connection to Pre-Colombian cultures.

- Observing performance in daily conversations: can the student communicate in the tenses and with the verbs covered.
- Specific oral tasks. For example, narrating a past experience within certain parameters such as time, space, company and weather.
- Written tests with a variety of sections including translations, fill-in-the-blanks dialogues, questions about personal habits and short essays or letters.

- Continuing with the preterite, the imperfect and the present subjunctive.
- Cultural investigations of famous Hispanic figures.

- Speaking and writing to narrate past experiences and recount important Hispanic lives.
- Continuing expression of subjective reactions, wishes, requests, emotions and feelings about the actions of others in the present time both orally and in writing.

- The students speak for three minutes as and write a two page paper on a famous Hispanic figure. Students are assessed on their ability to effectively use the tenses covered to write and speak about their chosen figures.
- Self-evaluations according to the New Hampton School Leader to Detractor Scale.
- FINAL EXAM (written)

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T				
WINTER TERM				<hr/>
C O N T E N T				<hr/>
A S S E S S M E N T				
SPRING TERM	<hr/>			<hr/>
C O N T E N T				
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Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Jamie Arsenault (5205-JA) Economics. Skill Level: R - Grade: 12 History - Economics (1997-1998)			

FALL TERM

<u>What is Economics?</u>	<u>Supply and Demand</u>	<u>Business Enterprises</u>	<u>Cost, Prices, &Outputs</u>
C A. Economics as a Discipline O -Scarcity and Choice N -Factors of Production T -Nat. Resources, Labor, Capital, E and Entrep. N -Production Poss. Curve T B. US Economic Systems -Opp. Cost -Circular Flow -Classical Model&C/B Analysis -Reading & Using Graphs S - Working in groups K - Homework and special I assignment work L -Boston Globe -stock market L game. S keep up with current events Class discussion and homework A - 10% S Two Exams - 20% ea. S Paper assignment - 20% E Final exam - 30% S S M E N T	Market pure Comp imp. Comp Demand Nature, Demand schedule, changes in demand, elasticity Supply Elasticity , changes in supply Supply & Demand Changes and interaction learn about the basics of Supply and Demand. -Use graphs, videos and charts. Group work and Homework Class discussion and homework - 10% Two Exams - 20% ea. Paper assignment - 20% Final exam - 30%	Characteristics What How, for whom Forms of Business Single Propriet., Partner, and Corp. Small Business Pro's and Con's-Why they fail Stock Market History and how it works learn how businesses work by forming our own businesses. Lectures, Videos, group work, and handouts Class discussion and homework - 10% Two Exams - 20% ea. Paper assignment - 20% Final exam - 30%	Fixed, Variable, & Total Costs AFC, TFC, AVC,and TVC Rev./ Profit, and Loss. Opportunity Costs Marginal Costs Competitive Markets Profit in the Short run and Long run. This is a key section on graph usage. Used videos and overheads to project real life examples into the classroom. Use Boston Globe stock market game. Class discussion and homework - 10% Two Exams - 20% ea. Paper assignment - 20% Final exam - 30%

WINTER TERM

<u>Imperfect Markets</u>	<u>Labor</u>	<u>Nat. Res,Capital, Entr</u>	<u>National Income Analysis</u>
C <u>Monopolies</u>	<u>Role of Labor in production</u>	<u>Factors of production</u>	

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O	demand, Mar. Rev, Mar. Cost	backward slopping labor supply	Best combination	GNP, NI, NNP,PI,and DPI
N	<u>Oligopolies</u>	curve, characteristics.	marginal productivity	<u>Measuring Business Activity</u>
T	demand, Mar. Rev, Mar. Cost	<u>Wages</u>	<u>Nat. Resource-</u> Rent	Indicators, Full employment,
E	price	How determined, characteristics	<u>Capital-</u> Interest	inflation, business cycles, trends,
N	<u>Monopolistic Competition</u>	<u>History of Labor movement</u>	<u>Entr.-</u> profit	seasonal fluctuation, recessions,
T	demand, Mar. Rev, Mar. Cost	unions-conflict resolutions	why should there be profit?	and depressions.
		New approaches		
S	Demonstrations of imperfect	using various types of methods	use same skills as we did in	The start of macroeconomics by
K	competition using videos,	such as videos, demonstrations,	studying labor. Movies,	looking at the big picture. work
I	overhead projections, homework,	handouts, and,group work, we	overhead, lecture, and	with the GNP model and
L	and group work.	will be looking at how labor	newspapers. Will be working on	demonstrate how to derive the
L		works in our society.	formulating ideas for term paper.	DPI from GNP using graphs and
S				worksheets
A	Class discussion and homework	Class discussion and homework	Class discussion and homework	Class discussion and homework
S	- 10%	- 10%	- 10%	- 10%
S	Two Exams - 20% ea.	Two Exams - 20% ea.	Two Exams - 20% ea.	Two Exams - 20% ea.
E	Paper assignment - 20%	Paper assignment - 20%	Paper assignment - 20%	Paper assignment - 20%
S	Final exam - 30%	Final exam - 30%	Final exam - 30%	Final exam - 30%
S				
S				
M				
E				
N				
T				

SPRING TERM

	<u>Money and Prices</u>	<u>Banking and Money Creation</u>	<u>Formulating Modern Economic Policy</u>	<u>Environment, Education and Unfair World</u>
C	<u>Money-</u> Functions-Med of exch.	Banks Function	Our Nations Goals	<u>Pollution-</u> Social Costs, causes
O	characteristics.	Money creation	Aggregate demand	and controls
N	<u>Role between money & prices</u>	Types of financial Institutions	fiscal police vs Monetary Policy	<u>Education-</u> opportunity costs and
T	price level, inflation, velocity of	Commercial Banks- Create \$	Supply side Economics	social benefits
E	circulation, and equation of	Federal Reserve- How it works	Results of the 80'S	<u>Society problems-</u>
N	exchange.	Monetary Policy	Debts and Deficits- Impact	poverty, elderly, and farmers
T	<u>Inflation-</u> Demand-Pull			
	Cost-Push			

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S K I L L S	Economy and we will look at how it is made and how we use it. We will look at it from a real life experience using films, lecture, overheads, and homework.	create it. We will look at the high tech business of banking and money creation. A field trip is possible to see first hand how money and banking works in real life.	economics. the 80's and 90's had many interesting events which impacted economics directly. Current events and lectures as well as in class presentations by the students will exam the economic world of today.	of economics, pollution, education, and elderly. Examine each group and see how each are being affected by our economy in the 1990's.
A S S E S S M E N T	Class discussion and homework - 10% Two Exams - 15% ea. Paper & Presentation- 30% Final exam - 30%	Class discussion and homework - 10% Two Exams - 15% ea. Paper & Presentation- 30% Final exam - 30%	Class discussion and homework - 10% Two Exams - 15% ea. Paper & Presentation- 30% Final exam - 30%	Class discussion and homework - 10% Two Exams - 15% ea. Paper & Presentation- 30% Final exam - 30%

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Chris Day (5045-CD) Sen. Sem.. Skill Level: R - Grade: 12 History - Sen. Sem. (1997-1998)			

FALL TERM

	words of advice from prof. Tilton	1916
C	paper writing techniques	1917
O	5 major themes at the turn of the	1918
N	century	Versailles Treaty
T	Nationalism/militarism/Imperialis	Aftermath of the War
E	m/Alliances	
N	1914	Reading A Farewell to Arms
T	1915	
	Reading: All Quiet on the Western Front	
	MLA Format	Recognition of connections
S	drafting process	critical reading
K	note taking	note taking
I	independent learning	research and drafting of formal
L	reading critically/actively	paper
L	notebook organization	
S		
	Quizzes (reading and lecture)	Quizzes (reading and lecture)
A	notebook checks (graded)	notebook check
S	class participation	class participation
S		formal paper
E		
S		
S		
M		
E		
N		
T		

WINTER TERM

SPRING TERM

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Chris Day (5049-CD) Sen. Sem.. Skill Level: H - Grade: 12 History - Sen. Sem. (1997-1998)			

FALL TERM

	words of advice from prof. Tilton	1916
C	paper writing techniques	1917
O	5 major themes at the turn of the	1918
N	century	Versailles Treaty
T	Nationalism/Militarism/Imperialis	Aftermath of the War
E	m/Alliances	Reading A Farewell To Arms
N	1914	
T	1915	
	Reading All Quiet on the Western Front	
	MLA Format	Recognition of connections
S	drafting process	critical reading
K	note taking	note taking
I	independent learning	research and drafting of formal
L	how to read critically	paper
L	notebook organization	
S		
	Quizzes (reading and lecture)	Quizzes (reading and lectures)
A	notebook checks (graded)	notebook check
S	class participation	Class participation
S	formal paper	formal paper
E		
S		
S		
M		
E		
N		
T		

WINTER TERM

SPRING TERM

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Chris Day (5038-CD) US Hist.. Skill Level: H - Grade: 11 History - US Hist. (1997-1998)			

FALL TERM

Europe invades "New World"	Chain of events	Hamilton's economic policies	War of 1812
C English Colonies	Making History: the difficulty of	first foreign policies	Era of Good Feelings
O A. New England	choosing sides	rise of political parties	
N B. Middle	the War	Jefferson and the revolution of	
T C. South	Articles of Confederation	1800	
E French and British compete for	Constitution	Judicial review	
N N. America			
T Seeds of Revolution			
Critical reading	Critical reading (reading notes)	comparative analysis	review techniques
S note taking	note taking	note taking	critical reading (notes)
K outlining	outlining	outlining	recognizing patterns
I drawing connections	educated conclusions	organizing notebook	
L organizing notebook	organizing notebooks	(maintainance)	
L reviewing strategies			
S			
quizzes	debate (AOC v. Constitution)	2 tests	Exam
A notebook grading	tests/quizzes	2 essays	
S test	written homework	written homework assignments	
S daily oral review		notebook grade	
E written homework			
S (graded daily)			
S			
M			
E			
N			
T			

WINTER TERM

interdisciplinary term paper	Development of national	Mexican War and expansion	North and South:
C	economy	Compromise of 1850	Who has the advantage?
O JQ Adams	Development of national culture	Bleeding Kansas	Early military campaigns
N Andy Jackson	King Cotton	A fractured society	Slavery

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T	Jacksonian Democracy	Debate over slavery		War
E	Nullification Crisis			
N	The Bank Issue			
T	Indian Removal			
	Texas			
	paper writing process	creation of an index:	connections between policies	How to digest a lot of information
S		people	building a case for secession	in a short period of time (really)
K	connecting previous events to	places	building a case for the	
I	present	accomplishments	preservation of the union	
L		utopian writing		
L	adding to their bank of info	note taking		
S	creation of a time line	discussion and listening skills		
	paper	multiple choice test	quizzes	essay and multiple choice test
A		(focusing on details and specific	written homework	notebook check
S	Sophisticated essay writing	information)	participation in class discussions	daily quizzes
S	written homework			
E	quizzes			
S	tests			
S				
M				
E				
N				
T				

SPRING TERM

	Imperialism	Return to normalcy	WWII	Civil Rights
C	Spanish-American War	Hoover	Problems of neutrality	Ike
O	War in Europe 1914	Crash and depression	on to victory	JFK
N	Versailles Treaty	Election of 1932	Cold War Europe	LBJ
T	Woodrow Wilson	FDR and the New Deal	Cold War Asia	Vietnam
E				Nixon
N				Carter
T				Reagan
				Bush
				Clinton
	over break students taking the	organizing specific information	note taking	review for AP Exam while also
S	AP exam had a large reading	[acronyms from the New Deal]	how to use documents to prove	learning new material

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
K I L L S A S S E S M E N T	assignment and they were to	How to approach a Document	points	
	take extensive reading notes.	Based Question (DBQ)	how to write a document based	
	Focus was on sorting,		essay	
	prioritizing, and utilizing a lot of		multiple choice strategies	
	information to gain a better			
	understanding of the current			
	material under study			
	Multiple Choice test	written homework	DBQ essay	"Mega" test on whole year
	notebook check	essay test	multiple choice test	AP exam
	daily quizzes	daily reading quizzes	reading notes	
		practice DBQ's		

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Abbey Krasnow (5015-AK) World Cult.. Skill Level: R - Grade: 9 History - World Cult. (1997-1998)			

FALL TERM

Overview-WWII C Axis vs. Allies O Hitler/Holocaust N Atom Bombs T UN Forms-Cold War E Ch. 33-Change/conflict in Asia N Japan rebuilds T Japan Today	Ch. 33 (Cont.) -China/communism/Mao -U.S. supports Chiang Kai-shek -Mao's cultural rev. -Deng Xiaoping -China Today -Current Events	Ch.35 -Geography of Latin America Economics and political instability Castro and Cuba	Ch. 35-cont. -dictators and democracy -right v. left -land reform issues -U.S. influence -current events
S organization K note-taking I reading comp. L studying/reviewing for quizzes L writing-structure S bing-bang-bongo	organization/notes connecting past to present using internet work on structure/backing up statements in essays	Organization, notes and outside sources cooperative learning	organization, notes and outside sources cooperative learning writing (structure, content and citations)
A notebook checks S weekly quizzes S nightly assignments E 5 paragraph essay S free writing in journals S S M E N T	notebook checks weekly quizzes midterm exam nightly homework 5 paragraph essay free-writing in journal	notebook checks nightly assignments weekly quizzes group projects	notebook checks, weekly quizzes, final group project, final exam

WINTER TERM

World Religions C Chs. 2,4, 8,7 O Judaism, Buddhism, Islam, N Christianity	Ancient Egypt geography religion architecture	Ch. 4-China geography religion dynasties/dynastic circle	Ch. 12-China-middle stages sections 1,2,3 -great dynasties -mongol invasions
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T	and independent research	social life government advancements		-Genghis Khan -Ching -nationalism v. communism
S K I L L S	research/reading writing creative presentation group work organization time management	reading note-taking/outlining quiz and test-taking writing independent research organization	reading comp. writing-essays (formal and informal) quiz and test taking comparing civilizations	reading comp. notetaking quiz/test taking writing essays debating research
A S S E S S M E N T	Assess projects on: process group work research presentation creativity	notebook checks homework -graded quizzes/tests essays free-writing in journal sections presentations	notebook checks graded homework quizzes/tests essays journal writing collaborative assignments	notebook checks daily homework quizzes/tests essays journal writing debating

SPRING TERM

C O N T E N T	Ch. 5-Greece geography Bronze Age-Trojan War Homer-Dark Ages Illiad/Odyssey Politics/ Democracy	plays/myths/philosophy Pericles/golden age Greek Art, drama ,philosophy Alexander the great	Rome geography rise of Rome compare to that of Greece government republic v. democracy	Rome(Cont) War religion lifestyle fall of Rome
S K	organization reading primary sources comparing past to present	organization reading comp. essay writing	organization reading comp. quizzes	comparing past to present, reading analyzing

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
I L L S	mapping research	creative writing oral presentations	compare/contrast debating	interpretingsupporting statement with details
A S S E S S M E N T	homework, quizzes, maps essays journal presentation-clarity, creativity	nightly homework- develop ideas-short essays 5 paragraph essays-greater depth and using quotes quizzes and tests midterm	homework, essays, quizzes all require: thesis sentences with supporting details, graded on interpretation, independent thinking	tests quizzes longer essays group projects homework

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Jen McMahon (1020-JM) English II. Skill Level: LC - Grade: 10 LC - English (1997-1998)			

FALL TERM

C O N T E N T	Shakespeare <u>-Hamlet</u> Writing Process Learning Process Reading Skills	Shakespeare <u>-Hamlet</u> Writing Process Learning Process Reading Skills	Shakespeare <u>-Hamlet</u> Writing Process Learning Process Reading Skills	Poetry writing Cooperative learning Grammar
S K I L L S	Pre-writing Organization skills Decoding skills	Plot/Conflict Staging a Scene Paragraph structure Organization skills Capital Letters Defining words Pre-writing-outlining	Main idea Paragraph type Punctuation Word usage Prewriting-outlining-rough draft	Theme development Punctuation Group research
A S S E S S M E N T	Visual interpretation of Learning process Personal essays-3 Paragraphs Notebook check Quizzes	Writing exercises Plot chart Performance Notebook check Reading Log Quizzes	Essays-Narratives 3p Reading Logs Notebook check Quizzes	Group poem Poetry books Quizzes Final Exam

WINTER TERM

C O N	Writing Process Grammar	Writing Process Reading Skills	Writing process <u>Tale of Two Cities</u>	Writing process <u>Tale Of Two Cities</u>
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T	"A Childs Christmas In Wales"	<u>Tale Of Two Cities</u>	Reading Skills	Vocabulary
			Grammer	
S K I L S	Descriptive writing	Summarize	Compare/contrast	Cause/effect
	Descriptive adjectives and vivid verbs.	Character relationship	Cause/effect	Catagorizing
		Compare/contrast	Context clues	Subject/verb identification
		Define and use 15 words	Finding details	
A S S E S S M E N T	Daily writing exercises	Summary of French Revolution-5 paragraphs	Compare/contrast essays	Cause /effect essay-5 paragraphs
	Narrative essay- 5 paragraphs	5W's - post reading quiz	Reading folders	Reading folders
		Reading folder	Vocabulary quizzes	Vocab quizzes
		Vocabulary quiz	Reading quizzes	Final exam
SPRING TERM				
C O N T E N T	Writing organization	Writing organization	Report writing	Writing revisions
	The short story	The short story		The short story
S K	Sequence and space	Order of Importance and spatial order	Researching	Proof reading
	Imagery		Using visual aids	Peer editing

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
I L L S A S S E S M E N T	Point of view	Remembering details		Total effect of the story
	Run on and fragment sentences	Tone		Analyzing literature
	word usage	Using nouns and verbs		Subject/verb agreement
		Analogies		Analogies
	Essay- 5 paragraphs	Essays-5 paragraphs	Consumer reports-3 pages with visuals.	Revision of research paper
	Reading log	Reading log		Analysis of one story
	Reading quiz	Reading quiz		Final exam
	Vocabulary quiz	Vocabulary quiz		
	Grammar quiz	Grammar quiz		

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Jen McMahon (1030-JM) English III. Skill Level: LC - Grade: 11 LC - English (1997-1998)			

FALL TERM

C O N T E N T	<u>Scarlett Letter</u>, sin vs crime	<u>Scarlett Letter</u>, sin vs. crime	<u>Scarlett Letter</u>, sin vs. crime	Poetry
	Review of writing process	Review of writing - organization	Review of writing- types	Cooperative learning skills
	Reading skills			
	Grammar			
S K I L S	Characterization	Figurative language	Cause/effect	Theme development
	Prewrite-outline-rough draft-final copy	Sequence, order of importance, general to specific, spatial order	Fact vs opinion	Context clues
	Analogies	Analogies	Synonyms and Antonyms	
	Review subject/verbs			
A S S E S M E N T	One essay-5 paragraphs	Resolution logs	Two essays-5 paragraphs	Poetry book
	Character sheets	Writing exercises	Vocabulary quiz	Vocabulary quiz
	Research activity	Vocab quiz	Notebook check	Final exam
	Grammar quiz	Notebook check	Test-<u>Scarlett Letter</u>	
	Vocabulary quiz			
	Notebook check			

WINTER TERM

C O N	Personal writing, "A Christmas Memeory"	<u>"The American Dream", <u>The Great Gatsby</u></u>	<u>"The American Dream", <u>The Great Gatsby</u></u>	"The American Dream", "Death Of A Salesman"
		Analyzing literature	<u>Analyzing literature</u>	Analyzing literature

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T				
E				
N				
T				
	Writing the personal essay	Fact vs opinion	Inferences	Inferences
S	Analyzing literature, the first step	Persuasive paper	Imagery and symbols	Imagery and symbols
K		Root words	How to answer an essay question	How to answer an essay question
I			Root words	Subject/verb agreement
L	Reading exercises	Persuasive essay- "What is the American Dream" 2 pages	Analytical essay 2 pages	Analytical essay-2 pages
L	Reading quiz	Reading quizzes	Reading quizzes	Reading quizzes
S	Personal essay-2 pages	Root word quizzes	Vocabulary quizzes	Grammar quizzes
				Final exam
A				
S				
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S				
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M				
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T				
SPRING TERM				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Kerri Biller (1225-KB) LC Ac. Sup. II. Skill Level: LC - Grade: N/A LC - Acad. Sup. (1997-1998)			

FALL TERM

Class assessment	SAT preparation	Critical thinking	Test taking assessment and strategies
C Study skills	Short stories	Finals preparation	Time management
O Goals		Test taking	
N Communication			
T Organization			
E			
N Writer's Inc	"Heroes", "Eccentrics" and		
T Various short stories	"Disaster"		
Teacher handouts			
Writing reflectively	Reading for content, theme and characterization	Brainstorming/organizing and writing a short story	Time management
S Personal goal development	Summarizing and note-taking	Test taking strategies	Various test taking techniques
K Vocabulary development	Finding and applying context clues	Mnemonic devices	
I Pre-reading strategies	Reading rate	Reading rate and comprehension cont.	
L Reading comprehension	Finding main ideas and supporting details		
L Organizational & study strategies	Study skills-flash cards, highlighting		
S Note-taking			
Portfolio testing-	Quizzes/tests on vocab and reading comp.	Short story process and product completion	Calendars
A Interest Inventory	Notebook checks		Prioritizing study time
S Multiple Intelligences	Vocabulary cards		Scheduling help sessions
S Oral presentations			
E Notebook check			
S Note-taking, two column			
S Quizzes, tests, worksheets			
M Homework and informal			
E assessment - discussions with			
N teachers			
T			

WINTER TERM

The Research Paper	Continued with same content emphasizing the use of graphic	Assessing the writing process	Reviewing and Understanding the writing process for a
C Achieving goals		Paraphrasing, Quoting and	

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O	Vocab.	organizers in developing	summarizing	research paper
N	Listening comprehension	research papers	Computer usage-Internet and	Finals preparation
T			wordprocessing-ARC	Review of parts of speech
E				
N	Landmark and teacher made			
T	handouts & overheads			
	Animal Farm- Orwell			
	Personal goals analysis	Researching skills	Paraphrasing vs. quoting	SQ3R, Highlighting,
S	Developing a thesis	Organizing the paper using	Objective vs. subjective writing	Summarizing/Index cards for
K	Planning for a research paper	notecards	Time management	finals study
I	Researching and citing work	Note-taking	Revising with a computer	Assessing test ?'s
L	The Writing process	Staying on top of work load	Sentence construction	Time management
L	Listening skills			using PDT
S				-Prioritize
				-Determine difficulty
				-Time needed to complete
	Timelines outlining due dates for	Completion of index cards	Pass in rough drafts word	Organizing calendars with study
A	research paper	Respect for deadlines	processed	time and help sessions
S	Calendars/Ass't book	In class participation	Class participation	Paper completion
S	Utilization of KWL chart	Library participation and use of	Library participation	Final exam-44 points of AS final
E	Development of focus questions	time		based on preparation for all
S	Comprehension and vocab.			finals
S	questions			
M	Journal entries			
E				
N				
T				

SPRING TERM

	Developing and achieving goals	Enjoying the Writing Process	SAT vocab.	Finals and end of the year
C	Vocab. development	SAT vocab prep.	Writing Process	preparation
O			Grammar Review	Culmination of skills
N				
T				
E				
N	Writer's Inc	Reading Faster & Understanding		
T	Straight Talk about School	more		

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S K I L L S	Presentation skills	Synonyms/Antonyms	Letter writing	Test-taking strategies
	Self analysis	Descriptive Essays and	-audiences	Organization
A S S E S S M E N T	Time management	Academic Writing	-format	Time management
	Personal accountability	Self revision	-style	
	Self revision skills	Student created writing	Writing position or problem	
		assessment	solution papers-college essay?	
		Study skills	Parts of speech	
			Sentence Structure	
			Reading rate and comp.	
	Oral and visual presentations	Quizzes and tests	Worksheets	In-class exam preparation
	Class participation	Participation in writer's	Assigned papers	
	Journal entries and in class	workshops	Writing progress-Portfolio	
	ass'ts	Homeworks-notes, highlighting,	Classwork	
	Notebook checks	outlines from other classes	Progress with self revision	
		Portfolio development		

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Ted Stiles (1235-TS) LC Ac. Sup. III. Skill Level: R - Grade: N/A LC - Acad. Sup. (1997-1998)			

FALL TERM

journal C autobiographical poem O simile, metaphor worksheet N senior seminar notes T SAT prep book E 3x5 index cards N T	journal senior seminar notes, novels senior seminar paper assignment teacher handouts	journal senior seminar notes, novels Galletly Art Gallery Gross Anatomy Book student notebooks	journal senior seminar notes, novels final exam schedule tape, tape player Gross Anatomy
S self reflection, expression K similes, metaphors I perspective taking L Senior Seminar Review L SAT prep S vocabulary development	self reflection, expression senior seminar review study skills senior seminar paper (idea diagram, research, intro.) latin roots vocabulary development main idea of paragraph	self reflection, expression senior seminar review study skills 5 paragraph essay 2 column notes notebook organization senior seminar paper	self reflection, expression senior seminar review study skills final exam preparation senior seminar paper (works cited page, citations) 2 column notes main idea of paragraph
A journal S autobiographical poem S vocabulary quiz E writing assignments S S M E N T	journal vocabulary quiz senior seminar class grade, paper grade	journal 5 paragraph essay vocab quiz senior seminar class grade, paper grade	journal final exam senior seminar paper grade, class grade

WINTER TERM

journal C goal sheet O assignment pad, notebooks, N bookbag	journal assignment pad, notebooks, bookbag senior seminar notes	journal assignment pad, notebooks, bookbag goal sheet	journal final exam schedule "Nature's Value"
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T	senior seminar notes, novels senior seminar paper research Gross Anatomy Increasing Reading Efficiency	senior seminar research Increasing Reading Efficiency	various articles form books, magazines Multiple Intelligence Inventory	
S K I L S	self reflection, expression bookbag, notebook organization goal setting, priorities 2 column notes reading efficiency	self reflection, expression bookbag, notebook organization highlighting lecture notes research reading efficiency	self reflection, expression self knowledge organization research reading comprehension computer use main idea	self reflection, expression main idea organization study skills
A S S E S S M E N T	journal success/failure essay 2 column notes reading efficiency chart 5 paragraph essay	journal "school stories" paper lecture notes highlighted essays research reading efficiency chart	journal lecture notes main idea activities MI inventory	journal final exam main idea activities
SPRING TERM				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
John Cullinan (5010-JC) LC World Cult.. Skill Level: LC - Grade: 9 LC - World Cult. (1997-1998)			

FALL TERM

C O N T E N T	Unit 1 Chapter 1 The Global Enviroment 1 Exploring the World Around US 2 Understanding the Physical world 3 The Meaning of Culutre	4 How Cultures Change Chapter 2 The World Today 1 Patterns of early Civilizations 2 Shaping the Industrial World	Unit 2 Africa Chapter 3 Geography and Early History of Africa 1 The Shape of the Land 2 Climate and Diversity 3 Early Civilizations of Africa	Chapter 4 Heritage of Africa 1 Trading States and Kingdoms 2 Patterns of Life 3 Slave Trade
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Vocabluary

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WINTER TERM

SPRING TERM

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Ellie Morrison (8142-EM) Tutorial. Skill Level: R - Grade: N/A LC - Tutorial (1997-1998)			

FALL TERM

Portfolio Assessment	Landmark Study Skills	Landmark material	Landmark material
C Individual Education Plan	Brody Study Skills	Brody Reading Material	Brody Reading Material
O Landmark Study Skills	Landmark Writing Process	Writers Inc.	Writers Inc.
N Brody Study Skills	Writers Inc.	Webster Dictionary/Thesaurus	Webster Dictionary/Thesaurus
T	Webster Dictionary/Thesaurus	A Book of Short Stories:	A Book of Short Stories:
E	SQRRR-Prereading	Perspectives in literature	Perspectives in literature
N	Student Textbooks	Reading Book of Lists	Reading Book of Lists
T	Student Assignments	Student Textbooks	Student Textbooks
		Student Assignments	Student Assignments
			Mavis Beacon: Teaches Typing
<u>Time management-daily/week</u>	<u>Time Mgrmt/Organizational</u>	<u>Reading/Writing Process -</u>	<u>Study Skills - (continued)</u>
S scheduling-prioritizing	<u>Skills (continued)</u>	(continued)Prereading skills	-reviewing work-self-advocacy
K homework-appropriate use of	<u>Writing Process-prewrite -</u>	SQRRR-textbook note-taking	for accommodations
I free time-medication schedule	brainstorming/maps/diagrams	-highlighting texts -vocabulary	<u>Library Research Skills -</u>
L -gather appropriate materials -	-sentence structure-topic	cards - Summarizing -	Research Paper
L self advocacy-help sessions	sentences -paragraph	Paraphrasing -Margin Notes	Computer Skills/keyboarding
S <u>Organization</u> - notebook,	development-summarizing -	<u>Reading Comprehension -</u>	<u>Paragraph Writing -Thesis</u>
bookbag, room/desk,	free writing -editing COPS	main idea/supporting details	statement - topic sentence -
completing homework and	-note-taking/two column notes	<u>Study Skills</u> Test taking -	sentence structure
passing it in	<u>Reading Process-textbook</u>	memory schematics-time mgr.	Interpersonal Skills -
	SQRRR	organization	relationships
Assessment of Study Skills	Notebook/Planner/Bookbag	Notebook/Planner/Bookbag	Notebook/Planner/Bookbag
A Student Portfolio	Class Attendance	Class Attendance	Class Attendance
S Notebook/Planner	Participation/Motivation	Effort Grades	Effort Grades
S Review of fall goal sheet	Effort Grades	Teacher Comments	Teacher Comments
E Quality of homework	Teacher Comments	Participation/Motivation	Participation Motivation
S Follow through with expecta-	Writing Assignments	Reading/Writing Assignments	Communication/Self-advocacy
S tions/class attendance	Reading Assignments	Tests/Quiz Grades	Course Sign-ups
M Effort grade/teacher comment		Other Homework Assignments	Help Sessions for finals
E Participation/Motivation		(science/math)	
N Seniors-College Planning			
T SAT Preparation			

WINTER TERM

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Landmark material C Brody material O Reading Book of Lists N A Book of Short Stories: T Perspectives in Literature E Student textbooks and N assignments T Writer's Inc. WebsterDictionary/Thesaurus Mavis Beacon Teaches Typing	Landmark material Brody material Reading Book of Lists A Book of Short Stories: Perspectives in Literature Student textbooks and assignments Writer's Inc. WebsterDictionary/Thesaurus Mavis Beacon Teaches Typing	Landmark material Brody material Reading Book of Lists A Book of Short Stories: Perspectives in Literature Student textbooks and assignments Writer's Inc. WebsterDictionary/Thesaurus Mavis Beacon Teaches Typing	Landmark material Brody material Reading Book of Lists A Book of Short Stories: Perspectives in Literature Student textbooks and assignments Writer's Inc. WebsterDictionary/Thesaurus Mavis Beacon Teaches Typing
S <u>Goal Setting-Winter</u> K <u>Time Management and</u> I <u>Organizational Skills</u> L <u>Writing Process-5 paragraph</u> L <u>essay/COPS</u> S <u>Reading Process-problem</u> <u>solving -inferential</u> <u>comprehension</u> <u>(College essay deadlines &</u> <u>application for seniors)</u>	<u>Time Management and</u> <u>Organizational Skills</u> <u>Writing Process</u> <u>Reading Process</u> <u>Library/Research Skills</u> <u>Word Processing/Computer Sk</u> <u>Self-Advocacy-</u> <u>Communication</u> <u>Test taking strategies</u> (Ongoing skills-individualized)	<u>Time Management and</u> <u>Organizational Skills</u> <u>Writing Process</u> <u>Reading Process</u> <u>Library/Research Skills</u> <u>Word Processing/Computer Sk</u> <u>Self-Advocacy-</u> <u>Communication</u> <u>Test taking strategies</u> (Ongoing skills-individualized)	<u>Time Management and</u> <u>Organizational Skills</u> <u>Writing Process</u> <u>Reading Process</u> <u>Library/Research Skills</u> <u>Word Processing/Computer Sk</u> <u>Self-Advocacy-</u> <u>Communication</u> <u>Test taking strategies</u> (Ongoing skills-individualized)
Notebook/Planner/Bookbag A Review of fall goals and setting S of winter goals S Assignments completed E Class attendance S Tests/Quizzes S Participation/Motivation M Communication-Help Sessions	Notebook/Planner/Bookbag Assignments completed Class attendance Tests/Quizzes Effort Grades/Comments Participation/Motivation Communication-Help Sessions	Notebook/Planner/Bookbag Assignments completed Class attendance Tests/Quizzes Effort Grades/Comments Participation/Motivation Communication-Help Sessions	Notebook/Planner/Bookbag Assignments completed Class attendance Tests/Quizzes Effort Grades/Comments Participation/Motivation Communication-Help Sessions

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
E Completion of college N applications and essays T			

SPRING TERM

Landmark material C Brody material O Reading Book of Lists N A Book of Short Stories: T Perspectives in Literature E Student textbooks and N assignments T Writer's Inc. WebsterDictionary/Thesaurus Mavis Beacon Teaches Typing	Landmark material Brody material Reading Book of Lists A Book of Short Stories: Perspectives in Literature Student textbooks and assignments Writer's Inc. WebsterDictionary/Thesaurus Mavis Beacon Teaches Typing	Landmark material Brody material Reading Book of Lists A Book of Short Stories: Perspectives in Literature Student textbooks and assignments Writer's Inc. WebsterDictionary/Thesaurus Mavis Beacon Teaches Typing	Landmark material Brody material Reading Book of Lists A Book of Short Stories: Perspectives in Literature Student textbooks and assignments Writer's Inc. WebsterDictionary/Thesaurus Mavis Beacon Teaches Typing
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S <u>Goal Setting-Spring</u> K <u>Time Management and</u> I <u>Organizational Skills</u> L <u>Writing Process-5 paragraph</u> L <u>essay/COPS</u> S <u>Reading Process-problem</u> <u>solving -inferential</u> <u>comprehension</u>	<u>Time Management and</u> <u>Organizational Skills</u> <u>Writing Process</u> <u>Reading Process</u> <u>Library/Research Skills</u> <u>Word Processing/Computer Sk</u> <u>Self-Advocacy-</u> <u>Communication</u> <u>Test taking strategies</u> (Ongoing skills-individualized)	<u>Time Management and</u> <u>Organizational Skills</u> <u>Writing Process</u> <u>Reading Process</u> <u>Library/Research Skills</u> <u>Word Processing/Computer Sk</u> <u>Self-Advocacy-</u> <u>Communication</u> <u>Test taking strategies</u> (Ongoing skills-individualized)	<u>Time Management and</u> <u>Organizational Skills</u> <u>Writing Process</u> <u>Reading Process</u> <u>Library/Research Skills</u> <u>Word Processing/Computer Sk</u> <u>Self-Advocacy-</u> <u>Communication</u> <u>Test taking strategies</u> (Ongoing skills-individualized)
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Spring Goal Setting A Notebook/Planner/Bookbag S Assignments completed S Class attendance	Notebook/Planner/Bookbag Assignments completed Class attendance Tests/Quizzes	Notebook/Planner/Bookbag Assignments completed Class attendance Tests/Quizzes	Notebook/Planner/Bookbag Assignments completed Class attendance Tests/Quizzes
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
E	Tests/Quizzes	Effort Grades/Comments	Effort Grades/Comments	Effort Grades/Comments
S	Effort Grades/Comments	Participation/Motivation	Participation/Motivation	Participation/Motivation
S	Participation/Motivation	Communication-Help Sessions	Communication-Help Sessions	Communication-Help Sessions
M	Communication-Help Sessions			
E				
N				
T				

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Jamie Arsenault (3015-JA) Algebra I. Skill Level: R - Grade: 9
Math - Algebra (1997-1998)

FALL TERM

<u>Algebra Review</u>	<u>Operations w/ Real #'s</u>	<u>Operations w/ Real #'s</u>	<u>Solving Equations</u>
C Algebra Expressions O Grouping Symbols N Exponents T formulas E Comm. & Assoc Principles N Distributive Property T Combing like terms S Solution sets of sentences Review basic Arithmetic applying the use of add., subtr., Mult., and Div. I listening skills L behavioral skills L Reading& Comprehension S group work critical thinking	S set of Real #'s O Opposites and Absolute Values A Addition on # lines S Subtraction of Real #'s M Multiplication of Real #'s Graphing on # lines listening skills behavioral skills Reading& Comprehension mapping out ideas using group work critical thinking problem solving using real life examples	D Division of Real #'s M Mixed operations L Like terms: Real # Coef. R Removing Parenthesis reading and listening skills behavioral skills Reading& Comprehension mapping out ideas using group work critical thinking problem solving using Formulas Organizational skills review and exam preparation	S Solving by Addition S Solving by Subtraction S Solving by Multiplication S Solving by Division M Mixed Factors U Using two properties of equal. Problem solving techniques such as; Reading, thinking, asking, and evaluation. logical thinking using and remembering rules
A Review &Correct Homework on a daily basis S Quiz after 3/4 of the mat. is covered. Test when chapter is complete S Problem solving in-class work to eval. performance M Have the students use chalk board to work out problems. N T	A Review &Correct Homework on a daily basis S Quiz after 3/4 of the mat. is covered. Test when chapter is complete S Problem solving in-class work to eval. performance M Have the students use chalk board to work out problems.	A Review &Correct Homework on a daily basis S Quiz after 3/4 of the mat. is covered. Test when chapter is complete S Problem solving in-class work to eval. performance M Have the students use chalk board to work out problems.	A Review &Correct Homework on a daily basis S Quiz after 3/4 of the mat. is covered. Test when chapter is complete S Problem solving in-class work to eval. performance M Have the students use chalk board to work out problems.

WINTER TERM

<u>Solving Equations</u>	<u>Solv & Appl. Equations</u>	<u>Solv & Appl. Equations</u>	<u>Solv & Appl. inequal.</u>
C Equations w/ variable of both sides.	T Translating English into Algebra.	P Problem solving using perimeter and angle	A Add. and Subtr. properties of inequalities

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
N Equations w/ parentheses T Problem Solving using E formulas. N Proving Statements. T	Problem solving using two or more terms. Consecutive integer problems.	measures. equations w/ fractions equations w/ decimals percent problems problem solving with percents	Mult & Div. properties of inequalities Conjunctions & Disjunction combining inequalities prob. solv. with inequalities Equations w/ Absolute Val. Inequalities w/ Absol. Val.
S problems solving techniques. K patience I work ethic review L Reading directions L asking questions S	Reading English and translating meaning into algebraic terms. applying rules of solving equations. group work	Reading English and translating meaning into algebraic terms. applying rules of solving equations. group work worked on building confidence and persistence. Don't give up on a problem!	Reworked previous skills. Showed how skills they used before still apply to what they are doing now.
A Review &Correct Homework on a daily basis S Quiz after 3/4 of the mat. is S covered. Test when chapter is E complete S Problem solving in-class work to S eval. performance M Have the students use chalk E board to work out problems. N T	Review &Correct Homework on a daily basis Quiz after 3/4 of the mat. is covered. Test when chapter is complete Problem solving in-class work to eval. performance Have the students use chalk board to work out problems.	Review &Correct Homework on a daily basis Quiz after 3/4 of the mat. is covered. Test when chapter is complete Problem solving in-class work to eval. performance Have the students use chalk board to work out problems.	Review &Correct Homework on a daily basis Quiz after 3/4 of the mat. is covered. Test when chapter is complete Problem solving in-class work to eval. performance Have the students use chalk board to work out problems.

SPRING TERM

<u>Polynomials</u>	<u>Factoring Polynomials</u>	<u>Factoring Polynomials</u>	<u>Rational Expressions</u>
C Multiply monomials O Powers of monomials N Division of monomials T Negative exponents E Scientific Notations N Simplifying polynomials T Add & Sub of polynomials multiplying monomials, binomials, and polynomials	Special Products Introduce Factoring Greatest common Factor Factoring equations: $x^2 + bx + c$ $ax^2 + bx + c$	Special cases of factoring Combined types of factoring Solving Quadratic Equations. Problem solving using quadratic equations.	Simplify Rat. Expressions Mult. Rat. Expressions Divid. Rat. Expressions Add & Sub like denominator Add & Sub polynomials dividing polynomials complex rational expressions

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Review S Explain why we are studying K polynomials. I Group work L individual work L Team work S	working on word problem skills. Chalkboard work group work team work	Keep working on skills previously learned. Make math fun! Show relevance of work.	Have fun with problems. Show importance of their work for them next year.
A Review &Correct Homework on a daily basis S Quiz after 3/4 of the mat. is S covered. Test when chapter is E complete S Problem solving in-class work to S eval. performance M Have the students use chalk E board to work out problems. N T	Review &Correct Homework on a daily basis Quiz after 3/4 of the mat. is covered. Test when chapter is complete Problem solving in-class work to eval. performance Have the students use chalk board to work out problems.	Review &Correct Homework on a daily basis Quiz after 3/4 of the mat. is covered. Test when chapter is complete Problem solving in-class work to eval. performance Have the students use chalk board to work out problems.	Review &Correct Homework on a daily basis Quiz after 3/4 of the mat. is covered. Test when chapter is complete Problem solving in-class work to eval. performance Have the students use chalk board to work out problems.

Class Mapping Data Report

1st Interim

Midterm

2nd Interim

Final

Craig Kozens (3035-CK) Algebra II. Skill Level: R - Grade: 11
Math - Algebra (1997-1998)

FALL TERM

	<u>REAL NUMBERS, ALGEBRA, AND PROBLEM SOLVING</u>	<u>EQUATIONS AND INEQUALITIES</u>	<u>RELATIONS AND FUNCTIONS</u>	<u>PREPARATION AND REVIEW OF FINAL EXAMS</u>
C	•Real Numbers and Operations	•Solving Equations	•Relations	•Review the first three chapters
O	•Mult. & Div. of Real Numbers	•Problem Solving: Using Equations	•Ordered Pairs	•Handout Review Packet
N	•Algebraic Expressions and Prop.'s of numbers	•Solving Formulas	•Graphs	•Assign time and place of final and review session times
T	•Distributive Property	•Solving Inequalities	•Functions	
E	•Solving Equations	•Compound Inequalities	•Graphs of Linear Equations	
N	•Problem Solving	•Absolute Value		
T	•Exponent Notation	•Problem Solving: Strategies		
	•Properties of Exponents			
	•Scientific Notation			
S	•Review of Algebra I Skills	•Solve equations containing fractions and decimals	•Writing and expanding Cartesian products	•Test taking in a large environment
K	•Understand and knowledge of how to use the order of operations	•Solve problems by translating to equations	•Understand domain and range	•Long term understanding
I	•Convert into and out of scientific notation	•Solve a formula for a specific variable	•Understand set builder notation	•Ability to sustain focus over a long period of time
L	•Develop organized skills:	•Graphing inequalities	•Graph on a plane	
L	-Preparedness	•Solve and graph conjunctions and disjunctions and be able to differentiate	•Graph by using x and y tables	
S	-Completion of assignments	•Solve problems using information learned previously	•Recognize and graph linear functions	
	-Done in pencil	•Organizational skills	•Organizational skills	
	-Answers circled			
	•Close any gaps from prior Algebra experiences			
A	<u>HOMEWORK</u>	<u>HOMEWORK</u>	<u>HOMEWORK</u>	<u>COURSE DETERMINED BY THE FOLLOWING:</u>
S	•"3"-complete and in pencil	•"3"-complete and in pencil	•"3"-complete and in pencil	•TESTS 35%
S	•"2"-all but last few complete	•"2"-all but last few complete	•"2"-all but last few complete	•QUIZZES 30%
E	•"1"-over half complete	•"1"-over half complete	•"1"-over half complete	•FINAL EXAM 15%
S	**One point deduction for late assignments. No homework is accepted after the chapter test.	**One point deduction for late assignments. No homework is accepted after the chapter test.	**One point deduction for late assignments. No homework is accepted after the chapter test.	•HOMEWORK/ NOTEBOOK 15%
S	<u>Quizzes</u>	<u>Quizzes</u>	<u>Quizzes</u>	•CLASS PART. 5%
M	•given midway each chapter	•given midway each chapter	•given midway each chapter	
E	<u>TESTS</u>	<u>TESTS</u>	<u>TESTS</u>	
N	•given at the end of each chapter	•given at the end of each chapter	•given at the end of each chapter	
T	<u>NOTEBOOK</u>	<u>NOTEBOOK</u>	<u>NOTEBOOK</u>	
	•occasional check	•occasional check	•occasional check	
	•combined with homework grade	•combined with homework grade	•combined with homework grade	
	<u>CLASS PARTICIPATION</u>	<u>CLASS PARTICIPATION</u>	<u>CLASS PARTICIPATION</u>	
	•conduct	•conduct	•conduct	

WINTER TERM

	<u>GRAPHS</u>	<u>SYSTEMS OF EQUATIONS AND PROBLEM SOLVING</u>	<u>POLYNOMIALS AND POLYNOMIAL EQUATIONS</u>	<u>PREPARATION AND REVIEW FOR FINAL EXAMS</u>
C	•Slope			

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O N T E N T	<ul style="list-style-type: none"> •More equations of lines •Parallel lines •Perpendicular lines •Mathematical Modeling: Using linear functions 	<ul style="list-style-type: none"> •Systems of equations in two variables •Problem Solving: Using the systems of equations •Consistent systems •Dependent systems •Systems of inequalities 	<ul style="list-style-type: none"> •Polynomials and functions •Addition of polynomials •Subtraction of polynomials •Factoring: $x^2 + bx + c$ •Factoring: $ax^2 + bx + c$ •Special Cases: <ul style="list-style-type: none"> -Difference of two squares -Perfect Square Trinomial 	<ul style="list-style-type: none"> •Review chapters 3, 4, & 5 •Assign a Review Packet •Assign a time and place that the exam will be given •Allow the students to prepare a notecard •Assign a time for a review session
S K I L S	<ul style="list-style-type: none"> •Understand how to find the slope of lines •Understanding how to graph lines given either points, slope, or equations of lines •Be able to differentiate and understand the discrepancies between parallel and perpendicular lines using equations 	<ul style="list-style-type: none"> •Calculate equations with two variables using the substitution and linear combinations methods •Dissect and break down word problems by creating two equations and solve linearly •Understand the difference between consistent and inconsistent systems •Understand the difference between systems that are dependent and not dependent 	<ul style="list-style-type: none"> •Be able to recognize and combine like terms that can be simplified •Understanding of the additive inverse property in working with subtraction of polynomials •Be able to use the distributive property when multiplying complex polynomials •Create a full understanding and recognition of all types of factoring 	<ul style="list-style-type: none"> •Test taking in a large environment •Long term understanding •Maintain an ability to focus during the allotted two hour period
A S S E S S M E N T	<p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> •"3"-complete and in pencil •"2"-all but last few complete •"1"-over half complete **One point deduction for late assignments. No homework is accepted after the chapter test. <p><u>Quizzes</u></p> <ul style="list-style-type: none"> •given midway each chapter <p><u>TESTS</u></p> <ul style="list-style-type: none"> •given at the end of each chapter <p><u>NOTEBOOK</u></p> <ul style="list-style-type: none"> •occasional check •combined with homework grade <p><u>CLASS PARTICIPATION</u></p> <ul style="list-style-type: none"> •conduct 	<p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> •"3"-complete and in pencil •"2"-all but last few complete •"1"-over half complete **One point deduction for late assignments. No homework is accepted after the chapter test. <p><u>Quizzes</u></p> <ul style="list-style-type: none"> •given midway each chapter <p><u>TESTS</u></p> <ul style="list-style-type: none"> •given at the end of each chapter <p><u>NOTEBOOK</u></p> <ul style="list-style-type: none"> •occasional check •combined with homework grade <p><u>CLASS PARTICIPATION</u></p> <ul style="list-style-type: none"> •conduct 	<p><u>HOMEWORK</u></p> <ul style="list-style-type: none"> •"3"-complete and in pencil •"2"-all but last few complete •"1"-over half complete **One point deduction for late assignments. No homework is accepted after the chapter test. <p><u>Quizzes</u></p> <ul style="list-style-type: none"> •given midway each chapter <p><u>TESTS</u></p> <ul style="list-style-type: none"> •given at the end of each chapter <p><u>NOTEBOOK</u></p> <ul style="list-style-type: none"> •occasional check •combined with homework grade <p><u>CLASS PARTICIPATION</u></p> <ul style="list-style-type: none"> •conduct 	<p><u>COURSE DETERMINED BY THE FOLLOWING:</u></p> <ul style="list-style-type: none"> •TESTS 35% •QUIZZES 30% •FINAL EXAM 15% •HOMEWORK/ NOTEBOOK 15% •CLASS PART. 5%
C O N T E N T	<p><u>RATIONAL EXPRESSIONS AND EQUATIONS</u></p> <ul style="list-style-type: none"> •Multiplying and simplifying •Addition and subtraction •Division of polynomials •Solving rational expressions 	<p><u>POWERS, ROOTS, AND COMPLEX NUMBERS</u></p> <ul style="list-style-type: none"> •Radical expressions •Multiplying and simplifying •Operations with radical expressions •Rational numbers as exponents •Solutions of equations 	<p><u>QUADRATIC EQUATIONS</u></p> <ul style="list-style-type: none"> •Introduction to quadratic equations •The quadratic formula •Solutions of quadratic equations 	<p><u>PREPARATION AND REVIEW FOR FINAL EXAMS</u></p> <ul style="list-style-type: none"> •Review chapters 6, 7, and 8 •Assign a Review Packet •Assign time and place for the exam to be given •Have students prepare a notecard and announce no review session due to "Sr. Week" ***Seniors have final TESTS

SPRING TERM

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S K I L S	<ul style="list-style-type: none">•Ability to simplify rational expressions•Use elementary fraction skills and relate them to rational expressions when adding and subtracting•Ability to divide a polynomial by a monomial•Ability to divide two polynomials that do and do not go in evenly•Ability to solve rational expressions	<ul style="list-style-type: none">•Find principal square roots of numbers•Be able to find roots of quotients•Ability to multiply radical expressions•Understand how to solve problems with radical equations	<ul style="list-style-type: none">•Solve equations in $ax^2+bx+c=0$ form•Solve problems by translating into the quadratic equation•Solve quadratic equations using the quadratic formula	<ul style="list-style-type: none">•Test taking in a large environment•Long term understanding•Maintain an ability to focus over the allotted two hour period
	<u>HOMEWORK</u>	<u>HOMEWORK</u>	<u>HOMEWORK</u>	<u>COURSE DETERMINED BY</u>
	<ul style="list-style-type: none">•"3"-complete and in pencil•"2"-all but last few complete•"1"-over half complete	<ul style="list-style-type: none">•"3"-complete and in pencil•"2"-all but last few complete•"1"-over half complete	<ul style="list-style-type: none">•"3"-complete and in pencil•"2"-all but last few complete•"1"-over half complete	<u>THE FOLLOWING:</u>
	<ul style="list-style-type: none">**One point deduction for late assignments. No homework is accepted after the chapter test.	<ul style="list-style-type: none">**One point deduction for late assignments. No homework is accepted after the chapter test.	<ul style="list-style-type: none">**One point deduction for late assignments. No homework is accepted after the chapter test.	<ul style="list-style-type: none">•TESTS 35%•QUIZZES 30%•FINAL EXAM 15%•HOMEWORK/ 15% NOTEBOOK•CLASS PART. 5%
	<u>Quizzes</u>	<u>Quizzes</u>	<u>Quizzes</u>	
A S S E S M E N T	<ul style="list-style-type: none">•given midway each chapter	<ul style="list-style-type: none">•given midway each chapter	<ul style="list-style-type: none">•given midway each chapter	
	<u>TESTS</u>	<u>TESTS</u>	<u>TESTS</u>	
	<ul style="list-style-type: none">•given at the end of each chapter	<ul style="list-style-type: none">•given at the end of each chapter	<ul style="list-style-type: none">•given at the end of each chapter	
	<u>NOTEBOOK</u>	<u>NOTEBOOK</u>	<u>NOTEBOOK</u>	
	<ul style="list-style-type: none">•occasional check•combined with homework grade	<ul style="list-style-type: none">•occasional check•combined with homework grade	<ul style="list-style-type: none">•occasional check•combined with homework grade	
	<u>CLASS PARTICIPATION</u>	<u>CLASS PARTICIPATION</u>	<u>CLASS PARTICIPATION</u>	
	<ul style="list-style-type: none">•conduct	<ul style="list-style-type: none">•conduct	<ul style="list-style-type: none">•conduct	

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Eric Washington (3055-EW) Calculus. Skill Level: R - Grade: N/A Math - Calculus (1997-1998)			

FALL TERM

Graphs of Equation C Lines in the plane O Functions. N An Introduction to Limits T Techniques for Evaluating Limits. E N T	Continuity. Infinite Limits. The Derivative and the Tangent Line Problem. Velocity, Acceleration. Differentiation Rule for Power, Constant Multiples and Sums.	Differentiation Rules . Products and Quotients. The Chain Rule Implicit Different ion. Extrema on a Interval. Rolle's Theorem.	lincreasing and Decreasing Functions and first Derivative Test. Concavity and Second Derivative Test. Limits of Infinity. A Summary of Curve Sketching. Optimization Problems. Newton's Method
Graphing equations freehanded S and by using a graphing K calculator. I L Recognizing intercepts in L graphs, symmetry in a graph and S problem solving	Comprehending the different rules of calculus and knowing how and when to use them.	Comprehending the different rules of calculus and knowing how and when to use them.	Comprehending the different rules of calculus and knowing how and when to use them.
Exams. A Homework. S Class work. S E S S M E N T	Exams. Homework. Class work.	Exams. Homework. Class work.	Exams. Homework. Class work.

WINTER TERM

Integrals C O N	Sigma Notation. Integrals.	Fundamental Theorem of Calculus.	Simpson's Rule. Trapezoidal Rule.
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T				
S K I L L S	Evaluating Infinite Integrals.	Evaluating Definite Integrals.	Applying the theorem along with the other definitions of Calculus to solve problems.	Approximating using the Simpson's and The Trapezoid Rule.
A S S E S S M E N T	Exams Homework Class work	Exams Homework Class work	Exams Homework Class work	Exams Homework Class work
SPRING TERM				
C O N T E N T	Area of a Region Between Two Curves.	Volume: The Disc Method.	Volume: The Disc Method. Volume: The Shell Method.	Area of a Region Between Two Curves. Volume: The Disc Method. Volume: The Shell Method.
S K	Using the Area of a Region Between two curves theorem to solve problems involving two	Applying the Disc Method to find an area between two functions.	Applying the Shell Method to find an area between two functions.	Applying the Disc Method to find an area between two functions. Applying the Shell Method to find

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
I	different functions.		Understanding why and when	an area between two functions.
L			you use the appropriate method	
L			for finding the area between two	Understanding why and when
S			curves	you use the appropriate method
				for finding the area between two
				curves
	Projects			
A	Exams			
S	Class work			
S				
E				
S				
S				
M				
E				
N				
T				

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Matt KaneLong (3058-MK) Calculus AB. Skill Level: R - Grade: N/A Math - Calculus (1997-1998)			

FALL TERM

Prerequisites for Calculus	Prerequisites Continued	Limits & Continuity Continued	Derivatives
C O Coordinates N Increments & Limits T Functions & Graphs E Trigonometric Functions N Shifts, Circles, & Parabolas T	Calculus & Computation Absolute Values Target Values Limits & Continuity Limits of Function Values	Limits Involving Infinity The Sandwich Theorem Continuous Functions Formal Definition of Limits	Slopes, Tangents, Lines & Derivatives Differentiation Rules Velocity, Speed, & Other Rates of Change
S Problem-Solving Skills K Using Graphing Calculator I Time Management L Graphing L Algebraic Manipulation S Deductive Reasoning	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning
A Board Work S Answering Questions in Class S Quizzes E Tests S Homework S S M E N T	Board Work Answering Questions in Class Quizzes Tests Homework	Board Work Answering Questions in Class Quizzes Tests Homework	Board Work Answering Questions in Class Quizzes Tests Homework

WINTER TERM

Derivatives	Applications of the Derivative	Integration	Integration Continued
C O Derivatives of Trigonometric N Functions	Related Rates of Change Extreme Values of Functions	Estimating with Finite Sums Riemann Sums & Definite	The Fundamental Theorem of Integral Calculus

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T	The Chain Rule	How y' and y" Affect Graphs	Integrals	Indefinite Integrals
E	Implicit Differentiation &	Asymptotes & Dominant Terms	Basic Properties, Areas, &	Integration by Substitution
N	Fractional Powers	Max/Min Problems -Optimization	Mean Value Theorem for	Numerical Integration
T	Linearization & Differentiation	Mean Value Theorem	Integrals	
		Antiderivatives & Differential Equations		
	Problem-Solving Skills	Problem-Solving Skills	Problem-Solving Skills	Problem-Solving Skills
S	Using Graphing Calculator	Using Graphing Calculator	Using Graphing Calculator	Using Graphing Calculator
K	Time Management	Time Management	Time Management	Time Management
I	Graphing	Graphing	Graphing	Graphing
L	Algebraic Manipulation	Algebraic Manipulation	Algebraic Manipulation	Algebraic Manipulation
L	Deductive Reasoning	Deductive Reasoning	Deductive Reasoning	Deductive Reasoning
S				
	Board Work	Board Work	Board Work	Board Work
A	Answering Questions in Class	Answering Questions in Class	Answering Questions in Class	Answering Questions in Class
S	Quizzes	Quizzes	Quizzes	Quizzes
S	Tests	Tests	Tests	Tests
E	Homework	Homework	Homework	Homework
S				
S				
M				
E				
N				
T				

SPRING TERM

	Transcendental Functions	Transcendental Functions Continued	Applications of Integration	Techniques of Integration
C				
O	Exponential functions		Area Between Curves	Basic Integration Formulae
N	Derivatives of e^x	Exponential & Logarithmic	Volumes of Solids of Revolution	Integration by Parts
T	Inverse Functions	Integrals	Disks	
E	Derivatives of Inverse Functions	Growth and Decay	Washers	Review
N	Logarithmic Functions	L'Hopital's Rule	Cylindrical Shells	
T	Derivatives of Logarithmic Functions	Inverse Trigonometric Functions & Their Derivatives & Integrals		

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S K I L L S	Using Graphing Calculator	Using Graphing Calculator	Using Graphing Calculator	Using Graphing Calculator
	Time Management	Time Management	Time Management	Time Management
	Graphing	Graphing	Graphing	Graphing
	Algebraic Manipulation	Algebraic Manipulation	Algebraic Manipulation	Algebraic Manipulation
	Deductive Reasoning	Deductive Reasoning	Deductive Reasoning	Deductive Reasoning
A S S E S S M E N T	Board Work	Board Work	Board Work	Board Work
	Answering Questions in Class	Answering Questions in Class	Answering Questions in Class	Answering Questions in Class
	Quizzes	Quizzes	Quizzes	Quizzes
	Tests	Tests	Tests	Tests
	Homework	Homework	Homework	Homework

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Bill Hett (3059-BH) Calculus BC. Skill Level: R - Grade: N/A			

FALL TERM

C O N T E N T	APPLICATIONS OF INTEGRATION Area between Two Curves. Net and Total Distance. Volumes of Solids of Revolution: 1.) Disk Method. 2.) Washer Method. 3.) Cylindrical Shell Method. Length of a Plane Curve.	Area of Surface of Revolution. Work: 1.) Hooke's Law. 2.) $W = Fd$. Fluid Pressures and Forces. Basic Pattern and Modeling Applications. Graphics Calculator work throughout this fall term.	TECHNIQUES OF INTEGRATION Review of Basic Integration Formulas. Integration by Parts: 1.) Single use of formula. 2.) Multiple use of formula. Method of Partial Fractions of both the linear/quadratic variety.	Trigonometric Substitutions using: 1.) Pythagorean Identities. 2.) Double and Half-Angle Formulas. 3.) Expansion by Binomials. Improper Integrals with both Left and Right Sided Limits.
	S K I L L S Determine the bounds of integration by curve intersection (algebraic/calculator). Use of absolute value for Total Distance. Recognition in problem-solving the correct method to apply in net versus total distance. Be able to use either the algebraic or parametric mode for the Length of a Curve and Area of Surface of Revolution.	Be able to recognize and setup work problems of different varieties: 1.) Hooke's Law - spring motion. 2.) Fluid Dynamics. Be able to construct modeling diagrams for volume problems and interpret correctly on the x-y or x-y-z axis and solve.	Recognize and solve basic integration problems by reviewing the all formulas used in the AB Calculus course of instruction. Work through and recognize integration problems using only the Parts Method. Decompose fractions by the Partial Method for fast integration solutions.	Recognize the correct trigonometric substitution for breaking down complex integrands for easier solutions. Find either the area or volume with the lower (upper) bound of integration to infinity or both lower and upper to infinity.
	A S S E S S M E N T Demonstrate proficiency solving in support of the required by the NCTM. Series of 1.5 hour class examinations or a series of takehome examinations due over a selected number of days.	with the TI-82 Graphics algebraic answers in the <----- same ----->	Calculator as an alternative Advanced Placement <----- same ----->	method of problem-Syllabus for standards <----- same ----->

WINTER TERM

C O INFINITE SEQUENCES AND SERIES. Arithmetic and Geometric Sequences. Infinite Sequences and Series. Nonnegative Series and convergence by	Alternating Series and Absolute Convergence. Power Series (and why we find them) for both the Taylor Series and the MacLaurin Series.	PARAMETRIC EQUATIONS AND POLAR COORDINATES. Conversion of Trigonometric Equations (and others) to Parametric Form.	Conversion of Polar Equations to Rectangular Form and vica-versa. Graphing of Polar Equations using the Tests of Symmetry to cut down on plotting. Differentiation and Integration of Polar
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T	the Comparison and Integral Tests. Nonnegative Series and convergence by the Ratio and Root tests.	Calculations with a Taylor Series for root analysis and function design.	Differentiation and Integration of the Parametric Form with applications to previous areas of study: 1.) Length of a Plane Curve. 2.) Areas of a Surface of Revolution.	Equations. Application to finding Area under a Polar Curve $r = f(p)$.
S K I L S	How to recognize the difference between a sequence and a series and how to find an expression for the nth term. Test (appropriate one) for convergence of a series (nonnegative terms) by mastering the following tests for converging series: 1.) Comparison Test. 2.) Integral Test. 3.) Ratio Test. 4.) Root Test.	Convergence of alternating series or absolute convergence and how to determine a power series for Algebraic, trigonometric, and transcendental functions. How to put together a Taylor and MacLaurin Series to estimate the value of a function at a point with ERROR REMAINDER.	Utilization of the parameter t in changing algebraic / trigonometric equations to parametric form. Graphing techniques in the parametric mode using the TI-82. Master the differentiation and integration of parametrically defined functions. Master differentiation and integration formulas in the parametric mode for: 1.) Length of a Plane Curve. 2.) Area of Surface of Revolution.	Master techniques of changeup from polar to rectangular. Be able to graph in the Polar Mode on the TI-82 Graphics Calculator. Also, algebraically using the tests of symmetry to help cut down on time spent graphing by hand. Master differentiation, but more importantly, the integration used to find areas under polar graphs.
A S S E S S M E N T	Demonstrate proficiency solving in supplementing required by NCTM. A series of 1.5 hour in-class examinations. A series of takehome examinations due over a predetermined number of days.	with the TI-82 Graphics the Advanced Placement <----- same ----->	Calculator as an alternative Syllabus for standards <----- same ----->	method for problem- <----- same ----->

SPRING TERM

C O N T E N T	REVIEW FOR THE BC I. - FUNCTIONS, GRAPHS, AND LIMITS: a.) Graph Analysis. b.) Limits of Functions. c.) Asymptotic / unbounded behavior. d.) Continuity as a property of Functions. II. - DERIVATIVES: A.) Concept of a Derivative. b.) Derivative at a point. c.) Derivative as a	CALCULUS ADVANCED III.) (continued): e.) The Techniques of Antidifferentiation. f.) The Applications of Antidifferentiation. g.) Numerical Integration (Trapezoidal and Simpson's Rule.) IV. - POLYNOMIAL APPROXIMATIONS AND SERIES: a.) Series of Constants.	PLACEMENT EXAM TO BE NOTE: All of the topics covered in also include all topics that Calculus course of content. correct syllabus for both , of the BC topics. Also, note Acceleration Vectors have and beyond.	GIVEN IN MAY. the BC Calculus Curriculum are dealt with in the AB It is important to look at the and include in the review that the Velocity and been eliminated for 1998
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
	Function. d.) Second Derivatives.	b.) Taylor Series. c.) MacLaurin Series.		
S K I L S	e.) Applications of the Derivative. f.) Computations of the Derivative.			
	III. - INTEGRALS: a.) Rie-mann Sums. b.) Interpretations and properties of the Definite Integral. c.) Applications of Basic Integration. d.) Both of the Fundamental Theorems of Integral Calculus.	(*) It is important to note that the selected topics in both Parametric and Polar Equations are integrated within the topics covered in I - III.	----->	----->
A S S E S S M E N T	The assessment for the spring will be based on a number of previously given Advanced Placement Examinations (1993 - 97). These will be spread out over a 6 week period. The emphasis this spring is on review and familiarity with examination format.	No final examination is given at the end of the spring term to those students who take either the AB or BC Calculus Advanced Placement Examination.	----->	----->

1st Interim

Midterm

2nd Interim

Final

FALL TERM

Exploring Geometry

1. Geometry in the world around US.
2. Terms and symbols
3. Geometric figures and measurements
4. Greek Constructions
5. Introduction to Transformations
6. Introduction to inductive reasoning

Organizing Geometry

1. Deductive reasoning
2. Definitions
3. Postulates
4. Theorems
5. Conditional Sentences

Distance & Angle Measures

1. Coordinates and Distance
2. Segments and Rays
3. Coordinate Geometry
4. Angles
5. Angle Measurements
6. Adding angle measurements
7. Greek Constuction

Angle Relationships

1. Congruent angles and segments
2. Complementary and supplementary angles
3. Adjacent angles and linear pairs
4. Vertice angles
5. Right angles and perpendicular lines
6. Reflections

Recognize common geometric shapes.
Learn basic symbols and vocabulary.
Measure segments and classify angles.
Become proficient with compass
Use inductive reasoning to reach a conclusion.

Use deductive reasoning to reach a conclusion.
Recognize postulates in geometric and everyday situations.
Apply theorems to geometric and everyday situations.
Identify hypothesis and conclusions of conditional sentences and write the converse.

Name coordinates of a point on a line or a graph.
Find the distance between two points.
Identify all parts of an angle.
Measure and draw angles with a protractor.
Classify angles by their measure
Apply Angle Addition, and Angle Bisector postulates in problems.
Bisect an angle with a compass

Identify congruent segments and angles.
Solve problems involving complementary and supplementary angles.
Solve problems involving adjacent and vertical angles, and linear pairs.
Identify perpendicular lines and construct them with a compass.
Find the reflection of a figure over a line

Daily homework
Midchapter quiz
Chapter test

Daily homework
Midchapter quiz
Chapter test

Daily homework
Midchapter quiz
Chapter test

- Daily homework
- Midchapter quiz
- Chapter test
- Cumulative final exam

WINTER TERM

Triangles and Congruence

Triangle Relationships

Parallel Lines

Quadrilaterals

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O N T E N T	<ol style="list-style-type: none"> 1. Classifying triangles 2. Symmetry 3. Congruent Triangles 4. Reading and making drawings 5. SAS, SSS, ASA congruence 6. Showing triangles congruent 7. Showing corresponding parts congruent 8. AAS and HL postulates 	<ol style="list-style-type: none"> 1. Isosceles Triangles 2. Exterior angles of a triangle 3. Opposite parts theorem 4. Triangle inequalities 5. Inequalities in two triangles 6. Congruent lines in triangles 	<ol style="list-style-type: none"> 1. Parallel and skew lines 2. Transversals and Angles 3. When are lines parallel 4. Parallel Postulate 5. Angles of a triangle 6. Translations 	<ol style="list-style-type: none"> 1. Classifying quadrilaterals 2. Properties of parallelograms 3. Determining parallelograms 4. Special parallelograms 5. Trapezoids 6. Ratios 7. Proportions and scale
S K I L S	<p>Classify triangles by sides and angles</p> <p>Determine and draw lines of symmetry.</p> <p>Identify congruent parts of congruent triangles.</p> <p>Identify given information in a drawing and make drawings to show given information.</p> <p>Identify triangles that can be shown congruent through SAS, SSS, ASA, AAS, and HL.</p> <p>Show in a drawing why pairs of triangles are congruent.</p>	<p>Use isosceles triangles to solve problems.</p> <p>Use exterior and remote interior angles of triangles to solve problems.</p> <p>Use triangle inequalities to solve problems.</p> <p>Construct the incenter and circumcenter of a triangle.</p>	<p>Construct parallel lines.</p> <p>Distinguish between, intersecting lines, parallel lines and skew lines.</p> <p>Identify angles formed by two lines cut by a transversal.</p> <p>State and apply theorems about parallel lines.</p> <p>Find the translation image of a figure.</p>	<p>Identify the parts of a quadrilateral and identify special types of quadrilaterals.</p> <p>Identify and apply properties of a parallelogram to solve problems.</p> <p>Tell whether a given quadrilateral is a parallelogram.</p> <p>Identify properties of rhombuses, rectangles and squares.</p> <p>Identify the parts and properties of a trapezoid.</p> <p>Find the ratio of one quantity to another.</p> <p>Solve problems involving proportions</p>
A S S E S M E N T	<p>Daily homework</p> <p>Midchapter quiz</p> <p>Chapter test</p>	<p>Daily homework</p> <p>Midchapter quiz</p> <p>Chapter test</p>	<p>Daily homework</p> <p>Midchapter quiz</p> <p>Chapter test</p>	<p>Daily homework</p> <p>Midchapter quiz</p> <p>Chapter test</p> <p>Cumulative final exam</p>

SPRING TERM

	Right Triangles	Circles	Area and Volume	SAT Prep and Review for Final
C O N T E N T	<ol style="list-style-type: none"> 1. Similar triangles 2. Similar right triangles 3. Pythagorean Theorem 4. Isosceles right triangles 5. 30-60-90 triangles 6. Sine, Cosine, and Tangent ratios 7. Solving Triangle Problems 	<ol style="list-style-type: none"> 1. Circles and chords 2. Tangents and secants 3. Angles and arcs 4. Rotations 5. Inscribed polygons 6. Inscribed angles 7. Circumference of circles 	<ol style="list-style-type: none"> 1. Area of rectangles and squares 2. Area of parallelograms 3. Area of triangles 4. Area of trapezoids 7. Surface Area 	<ol style="list-style-type: none"> 1. Describe different types of questions on SAT's and how to answer them. 2. Practice answering SAT questions. 3. Review for final.

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S K I L L S A S S E S M E N T		8. Area of circles		
	Find length of sides in similar triangles	Solve problems involving radii, diameters and chords of circles.	Solve problems involving the area of rectangles, squares, triangles, parallelograms, and trapezoids.	Identify the different types of SAT questions.
	Solve problems using Pythagorean theorem.	Solve problems involving tangents and secants.	Find surface area of multisided figures.	Solve questions in SAT format.
	Find length of sides using 45-45-90 and 30-60-90 triangles	Solve problems involving degree measure of an arc.		
	Given a right triangle, find sine cosine and tangent ratios of its angles.	Solve problems involving inscribed angles.		
	Use trigonometric ratios to find angle measures.	Solve problems involving the circumference of a circle.		
		Solve problems involving area of a circle, and area of a sector of a circle.		
	Daily homework	Daily homework	Daily homework	Daily homework
	2 Quizzes	2 Quizzes	2 Quizzes	Cumulative final exam
	Chapter test	Chapter test	Chapter test	

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Iris Dillon (3025-ID) Geometry. Skill Level: R - Grade: 10 Math - Geometry (1997-1998)			

FALL TERM

	Basic Geometry	Reasoning	Planning and Writing Proofs	Parallel Lines and Planes
C O N T E N T	1. Points, Lines and Planes 2. Segments, Rays, and Distance 3. Angles 4. Postulates and Theorems relating to Points, Lines and Planes	1. Conditional statements 2. Drawing and supporting conclusions 3. Deductive Reasoning- using Algebraic Properties 4. Complementary, Supplementary, and Vertical Angles 5. Perpendicular Lines	1. Drawing and using diagrams 2. Planning and writing a proof 3. Proving Theorems: Segments and Lines 4. Proving Theorems: Angles	1. Properties of Parallel Lines 2. Proving Parallel Lines 3. Angles of a Triangle 4. Angles of a Polygon 5. Inductive Reasoning
S K I L L S	Use the terms point and line and plane. Draw representations of points lines and planes. Use the terms collinear, coplanar, and intersection. Use symbols for lines segments, rays, and distances. Find distances. Name angles and find their measures Recognize what can be concluded from a diagram. Use postulates and theorems relating to points lines, and planes.	Recognize the hypothesis and conclusion of an if-then statement. State the converse. Use properties from algebra and properties of congruence in proofs. Know the kinds of reasons that can be used in a proof. Apply definitions of complimentary, supplementary, and vertical angles. Apply definitions and theorems about perpendicular lines.	Plan proofs. Write a two column proof.	Distinguish between, intersecting lines, parallel lines and skew lines. Identify angles formed by two lines cut by a transversal. State and apply theorems about parallel lines. Classify triangles according to sides and to angles. Find the measure of interior and exterior angles of a convex polygon.
A S S E S S M E N T	Daily homework Quizzes Chapter test	Daily homework Quizzes Chapter test	Daily homework Quizzes Chapter test	Daily homework Quizzes Chapter test Cumulative Final

WINTER TERM

SPRING TERM

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
C O N T E N T	1. Similar triangles 2. Similar right triangles 3. Pythagorean Theorem 4. Isosceles right triangles 5. 30-60-90 triangles 6. Sine, Cosine, and Tangent ratios 7. Solving Triangle Problems	1. Circles and chords 2. Tangents and secants 3. Angles and arcs 4. Rotations 5. Inscribed polygons 6. Inscribed angles 7. Circumference of circles 8. Area of circles	1. Area of rectangles and squares 2. Area of parallelograms 3. Area of triangles 4. Area of trapezoids 7. Surface Area	Review for Final 1. Describe different types of questions on SAT's and how to answer them. 2. Practice answering SAT questions. 3. Review for final.
	Find length of sides in similar triangles Solve problems using Pythagorean theorem. Find length of sides using 45-45-90 and 30-60-90 triangles Given a right triangle, find sine cosine and tangent ratios of its angles. Use trigonometric ratios to find angle measures.	Solve problems involving radii, diameters and chords of circles. Solve problems involving tangents and secants. Solve problems involving degree measure of an arc. Solve problems involving inscribed angles. Solve problems involving the circumference of a circle. Solve problems involving area of a circle, and area of a sector of a circle.	Solve problems involving the area of rectangles, squares, triangles, parallelograms, and trapezoids. Find surface area of multisided figures.	Identify the different types of SAT questions. Solve questions in SAT format.
	Daily homework 2 Quizzes Chapter test	Daily homework 2 Quizzes Chapter test	Daily homework 2 Quizzes Chapter test	Daily homework Cumulative final exam
A S S E S S M E N T				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Gina Gordon (3025-GG) Geometry. Skill Level: R - Grade: 10 Math - Geometry (1997-1998)			

FALL TERM

C O N T E N T	POINTS, LINES & PLANES	IF-THEN STATEMENTS	MIDPOINT & THEOREM	PROOF PLANNING
	ANGLES, SEGMENTS, RAYS	ALGEBRAIC PROPERTIES	ANGLE BISECTOR	PARALLEL LINES
	COLLINEAR, COPLANAR, INTERSECTION, BISECT	INTRO TO PROOFS	COMPLEMENTARY, SUPPLEMENTARY & VERTICAL ANGLES	PROOFS
	CONSTRUCTIONS: ANGLE BISECTOR & CONGRUENT ANGLES	SAT PREPARATION	PERPENDICULAR LINES	ANGLES OF TRIANGLES ANGLES OF POLYGONS
S K I L S		ALGEBRA I REVIEW: LINEAR EQUATIONS	PROOFS	ALGEBRA REVIEW: SYSTEM OF EQUATIONS
	VISUALIZATION	DEDUCTION	CONSTRUCTIONS: PERPENDICULAR LINES	
	ANALYSIS	PROBLEM SOLVING	DEDUCTION	DEDUCTION
	INFORMAL DEDUCTION	CRITICAL THINKING	PROBLEM SOLVING	PROBLEM SOLVING
A S S E S M E N T	PAIRED/COOPERATIVE LEARNING	PARIED LEARNING	CRITICAL THINKING	CRITICAL THINKING
		DRAWING CONCLUSIONS	DRAWING CONCLUSIONS	PARIED LEARNING
		SPATIAL PERCEPTIONS	SPATIAL PERCEPTIONS	DRAWING CONCLUSIONS
	ORGANIZATION SKILLS			SPATIAL PERCEPTIONS
A S S E S M E N T	ORAL VOCAB TEST	ALGEBRA REVIEW TEST	HOMEWORK	PARALLEL LINES TEST
	CHAPTER PARTNER TEST	SAT WORKSHEET	CHAPTER TEST	CHAPTER PARTNER TEST
	NOTEBOOK	MID-CHAPTER INDIVIDUAL TEST	NOTEBOOK	FINAL EXAM
	HOMEWORK	PROJECT	JOURNAL	SAT WORKSHEETS
S M E N T	CONSTRUCTION TEST	HOMEWORK	CONSTRUCTION TEST	
	JOURNAL	JOURNAL		

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
WINTER TERM				
C O N T E N T	CONGRUENT FIGURES	PARALLELOGRAMS	MEDIANS/ALTITUDES	RATIO/PROPORTION
	PROVING CONGRUENT TRIANGLES	MIDSEGMENT THEOREM SPECIAL PARALLELOGRAMS TRAPEZOIDS	TRIANGLE INEQUALITIES SAT PREPARATION	SIMILAR POLYGONS SIMILARITY
	ISOSCELES TRIANGLES	SAT PREPARATION	ALGEBRA REVIEW: FACTORING & REDUCING FRACTIONS	ALGEBRA REVIEW: RADICALS
	PROOFS			
S K I L L S	INFERENCE	ORGANIZATION SKILLS	PROBLEM SOLVING	COMPUTATIONAL SKILLS
	PROBLEM SOLVING	COMPUTATIONAL SKILLS	DRAWING CONCLUSIONS	REASONING
	DRAWING CONCLUSIONS	CLASSIFYING	INDEPENDENT WORK	RETAINING INFORMATION
				ORGANIZATIONAL
A S S E S S M E N T	HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK
	MID-CHAPTER PARTNER TEST	NOTEBOOK	SAT WORKSHEETS	NOTEBOOK
	PROOF TEST	SAT WORKSHEETS	JOURNAL	FINAL EXAM--CUMULATIVE, 2 PARTS
	JOURNAL	JOURNAL CHAPTER INDIVIDUAL TEST (TAKE HOME)	ALGEBRA PARTNER TEST CHAPTER INDIVIDUAL TEST (JEOPARDY)	
SPRING TERM				
C O N T E N T	PYTHAGOREAN THEOREM	TRIGONOMETRY & ITS APPLICATIONS	CIRCLES (CONT)	AREA: ALL FIGURES
	ITS CONVERSE		TANGENTS	
	SPECIAL RIGHT TRIANGLES		ARCS	SAT PREPARATION
	TANGENT RATIO	IN CLASS PROJECT: PRISM/PYRAMID/CONE/ CYCLINDER SPHERE	INSCRIBED & CENTRAL, CHORDS, SECANTS	
E	ALGEBRA REVIEW: RADICALS			

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
N T S K I L L S A S S E S S M E N T	(CONT)		AREA/CIRCUMFERENCE	
	SAT PREP	INTRO CIRCLES-TERMS	ARC LENGTH	
		SAT PREP	SAT PREP	
	PROBLEM SOLVING	PROBLEM SOLVING	PROBLEM SOLVING	PROBLEM SOLVING
	RETAIN & APPLY INFO	COOPERATIVE LEARNING	INDEPENDENT WORK	ORGANIZATIONAL
	LOGIC	CRITICAL THINKING	COPERATIVE LEARNING	STUDY SKILLS
				RETAIN & APPLY INFO
				FIGURE INTERPRETATION
	HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK
	NOTEBOOK	TRIG. TEST	PRESENTATION	FINAL EXAM
	SAT SHEETS	IN-CLASS PROJECT	CIRCLES PARTNER TEST	FULL SAT MATH SECTIONS
	MID-CHAPTER TEST	SAT SHEETS	SAT SHEETS	NOTEBOOK

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Gina Gordon (3029-GG) Geometry. Skill Level: H - Grade: 10 Math - Geometry (1997-1998)			

FALL TERM

C O N T E N T	Points, lines, planes, space	Two column proofs	Writing proofs	Parallel lines, planes & transversals
	Rays, angles & classifying	Complementary, supplementary & vertical angles	Segment & Angle Theorems	Proving parallel lines
	Angle bisector, midpoint		Algebra Review: radicals distance formula, solving for x, factoring, system of equations	Angles of a triangle
	Classifying triangles	Perpendicular lines		SAT preparation
	Conditional statements	Constructions: Perpendicular lines		Constructions: Parallel lines
S K I L S	Deductive reasoning			
	Constructions: congruent angles & angle bisector			
	WORK WITH PARTNER	COOPERATIVE LEARNING	IMPROVE ORGANIZATION & STUDY SKILLS	SOLIDIFY CONCEPTS LEARNED
	FIGURE INTERPRETATION	PROBLEM SOLVING	COOPERATIVE LEARNING	BUILD ON PAIRED LEARNING
	DEDUCTIVE & INTUITIVE REASONING	CRITICAL THINKING	LOGIC	PREPARE FOR COLLEGE EXAMS
A S S E S M E N T	PROBLEM SOLVING	ORGANIZATION & STUDY SKILLS	RETAIN & APPLY TO GEOMETRY TO ALGEBRA	
	CRITICAL THINKING			
	ORAL VOCAB TEST	PROJECT	PARTNER PROOF TEST	SAT WORKSHEETS
	HOMEWORK	HOMEWORK	INDIVIDUAL TEST	INDIVIDUAL TEST
	CONSTRUCTION TEST	PARTNER TEST	HOMEWORK	CUMULATIVE FINAL EXAM
	NOTEBOOK	JOURNAL	JOURNAL	
	PARTNER TEST	NOTEBOOK	NOTEBOOK	
	INDIVIDUAL TEST	CONSTRUCTION TEST		
	JOURNAL		ALGEBRA REVIEW PARTNER TEST	

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
WINTER TERM				
C O N T E N T	TRIANGLE THEOREMS	OVERLAPPING TRIANGLES	MEDIANS/ALTITUDES	RATIO, PROPORTION
	POLYGONS	ISOSCELES TRIANGLES	PARALLELOGRAMS	SIMILAR POLYGONS
	CONGRUENT TRIANGLES	RIGHT TRIANGLE	RECS, RHOMBUS, SQUARES,	SIMILARITY
	PROOFS	CONGRUENCE	TRAPEZOIDS	RT TRIANGLE PROPORTION
		SAT PREP	MID-SEGMENT THEOREM	PYTHAGOREAN THEOREM &
S K I L S		ALGEBRA REVIEW:	TRIANGLE INEQUALITIES	ITS CONVERSE
		RADICALS, ABSOLUTE VALUE,		SPECIAL RIGHTS
		EXPONENTS	SAT PREP	TRIGONOMETRY-TANGENT
		SAT PREP		
	ORGANIZATION	PROBLEM SOLVING	FIGURE INTERPRETATION	INFERENCE
A S S E S S M E N T	LOGIC & REASONING	INFERENCE	PROBLEM SOLVING	LOGIC & REASONING
	DRAWING CONCLUSIONS	COMPUTATIONAL SKILLS	ORGANIZATIONAL	INDEPENDENT WORK
		RETENTION	COOPERATIVE LEARNING	RETENTION
S P R I N G	HOMEWORK	SAT WORKSHEETS	HOMEWORK	HOMEWORK
	PARTNER TEST	HOMEWORK	NOTEBOOK	INDIVIDUAL TEST
	INDIVIDUAL TEST	ALGEBRA REVIEW TEST	PARTNER TAKE HOME TEST	JEOPARDY TEST
	NOTEBOOK	NOTEBOOK	JEOPARDY TEST	CUMULATIVE FINAL EXAM-2
T E R M		INDIVIDUAL TEST	SAT SHEETS	PARTS

SPRING TERM

C O N T E N T	TRIGONOMETRY: SIN & COS	CIRCLES: SECTIONS 8-2, 4,5,6,7,& 8	PERIMETER & AREA OF RECTANGLES	PRISMS
	TRIG APPLICATIONS			PRYAMIDS
	ANGLE OF ELEVATION &	AREA CIRCUMFERENCE, ARC	AREA OF PARALLELOGRAMS & TRIANGLES	VOLUME OF CYLINDERS,

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
E N T S K I L S A S S E S M E N T	DEPRESSION	LENGTH	AREA OF TRAPEZOIDS	CONES, SPHERES
	SPECIAL RIGHTS	SAT PREP	REVIEW COORDINATE GEOMETRY	
	PAIRED LEARNING	PRESENTATION	FIGURE INTERPRETATION	INDEPENDENT WORK
	LOGIC & REASONING	RESEARCH & SELF- TEACHING	MEMORIZING STRATEGIES	ESTIMATION
	WORDS TO DRAWINGS	PAIRED LEARNING	COMPUTATIONAL SKILLS	PROBLEM SOLVING
	HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK
	TRIG TEST	NOTEBOOK	WORKSHEETS	ESTIMATIONS
	ALGEBRA REVIEW PARTNER	CIRCLES PRESENTATION	AREA PARTNER TEST	3D FIGURE TEST
	TEST	MID-CHAP TEST		FINAL EXAM
	NOTEBOOK	CIRCLES TEST		
	ORAL VOCAB TEST	SAT SECTION TEST		

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Bill Hett (3050-BH) Math IV. Skill Level: R - Grade: N/A Math - Math (1997-1998)			

FALL TERM

C O N T E N T	GEOMETRY REVIEW	GEOMETRY AND ALGEBRA REVIEW	RECOGNITION OF TEST PARTS	AREAS TO BE ADDRESSED FOR SKILL INTERPRETATION FOR SAT EXAMINATIONS.
	Parallel Lines. Triangle relationships. Circles. Polygons Algebraic Formulas. Pythagorean Relationships. Solid Geometry. Formulas relating to problem-solving.	Inter-relationships between geometric figures in problem-solving. Mastering figure relationships and their special properties. Algebra variable concept; elementary equations.	Applying a figure to an algebraic word problem to visualize concepts. Equation and variable analysis. Quantitative comparisons. Grids. More problem-solving.	This is quality time spent on areas of geometry, algebra, and quantitative comparisons, etc. Students will address these areas for a final review before the November SAT,s and final examination.
	S K I L L S	Reading and understanding directions. Figure interpretations. Fluid use of pertinent formulae. Deductive reasoning. Intuitive reasoning. Elementary problem solving. Calculator work.	Reading and understanding directions. Deductive/Inductive reasoning. Reading and setting up basic word problems using algebraic equations. strategies. Calculator work.	The use of what is given (or not given) in Quantitative Comparisons. How to fill in grid answers correctly. %,s and decimal work. The many uses of a calculator and function keys and the storing of data involving a complex problem.
A S S E S S M E N T	Homework from both the ARCO text and handouts. Practice examinations (3 of them). Regular geometry 55 minute tests.	<-----SAME ----->	More practice examinations, the same as earlier ones given in the hope that retentive knowledge will increase the score. Emphasis will be on geometry and algebra. SAT examination will be given : 1.) Late October. 2.) Early November.	Selected portions of observed areas of weakness from the 6 or so practice examinations given to date for out of class homework. FINAL PRACTICE EXAMINATION WILL BE GIVEN DURING THE SLOT FOR MATHEMATICS FINALS IN MID-NOVEMBER.

WINTER TERM

C O N	FUNDAMENTALS OF PROBLEM-SOLVING Tools/Reasoning Structure. Symbology and its use in context. Pattern Recognition.	SET THEORY Sets: finite/infinite, equal, equivalent, and Null Sets. Subsets: proper and improper; complements, and the operations of union	LOGIC Statements and symbols (simple and compound). Dominance of Connectives. Connective symbology:	LOGIC DeMorgan's Law. Equivalence of Statements. The Conditional, Inverse, Converse, and Law of the Contrapositive.
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T E N T	Multi-Level Analysis. The Inductive Process. Strategies. The 4-Step Polya Problem-Solving Method.	and intersection. Pictures of sets using Venn Diagrams. Cardinality. Cartesian Products. Applications of Venn Diagrams.	1.) Negation. 2.) Conjunction. 3.) Disjunction. 4.) Conditional. 5.) Bi-conditional. 6.) Tautology. Be able to set up Truth Tables using the first 5 connectives.	Valid Arguments based on a premise and conclusion. Picturing statements with more Venn Diagrams. Switching Networks and Boolean Concepts.
S K I L S	Learn to recognize and apply the Top-Down Process, Inductive and Deductive Reasoning. Interpreting symbols in sentence context. Finding the nth term of a sequence by Multi-Level Analysis. Recognize the pattern and come up with the general sum of a series. Apply with ease the 4-Step Polya Method.	Recognize equal and equivalent sets. Be able to find all the subsets of a given set. Be able to find the complement(s) of any given set(s). Be able to draw Venn Diagrams for problem-solving. Master the technique of union and intersection of 2-4 sets within a universal set.	Recognize and use correctly symbolic dominant connectives with the dominant symbol in a compound statement. Master the setup of Truth Tables by recognizing the single, negation of the single, double, negation of the double, etc., until you reach final statement in last column. Determine Tautologies.	Be able to process statements and some set theory concepts to equivalencies by DeMorgan's Law. Using tautologies to validate arguments based on a premise. Correctly Xing Venn Diagrams to picture statements. Interpreting conjunctions and disjunctions in network symbology.
A S S E S S M E N T	Correctly walk the class through problem-solving strategies on the blackboard. A series of one hour examinations that include vocabulary. Demonstrate proficiency on examinations in all aspects of elementary problem-solving strategies.	Correctly walk the class through set theory terminology on the blackboard. A series of one hour examinations to demonstrate mastery of the basics of elementary set theory and its applications to problem-solving strategies.	Interpret off of the blackboard the symbolic logic used in elementary problem-solving. A series of one hour examinations to show mastery of selected topice in logic for use in problem-solving strategies.	Interpret off of the blackboard the 3-step solution process of DeMorgan's Law to create an equivalency. A series of one hour examinations to show proficiency of use of: 1.) DeMorgan's Law. 2.) Valid Arguments. 3.) Boolean (switching network) solutions.

SPRING TERM

C O N T E N T	DEFINITION OF PROBABILITY AND SAMPLE SPACES Master the usage of vocabulary such as event, sample space, etc. Sample Space. Examples and alternatives. Tree Diagrams. Venn Diagrams to be used to show and separate compiled numerical data. Compound Statements and associated probability. Problem-solving.	COMPOUND PROBABILITY AND ODDS/EXPECTATIONS Odds in favor of formula. Odds against formula. Relationship between odds and probability. Expectation and Fair Value to play a game. Compound Probability with independent and dependent occurrences. Mutually Exclusive Events.	PERMUTATIONS AND COMBINATIONS Fundamental Counting Principle. Permutations (where arrangement is important). Combinations (where arrangement is not important). Finally, the relationship between Combinations and Probability and the formula(s) relating both to problem-solving.	MARKOV CHAIN PROCESS Be able to work out predictions for future events with accuracy using chains. Use Compound Probability of certain %'s in special events such as baseball pitching over the compound events encountered in that game. The process predicts future outcomes with related problem-solving strategies. Recognize a Markov Chain that contains absorptive states.
	Bea able to use probability to determine certain events and impossible	Master the techniques of odds in favor versus odds not in favor in preparation	How to use the counting principle with different outcomes.	Use a tree diagram in the solution of a probability problem.

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
S K I L L S	outcomes. Construct sample spaces to find the probabilities of examples using cards and dice. Re-enforcement of sample spaces by alternative method of Tree Diagrams and finally, the use of Venn Diagrams in survey problem-solving strategies.	for the formula of expectation and associated use in fair value. Recognize in compound probability problems whether they are mutually exclusive or not.	Master its use in everyday situations. Correctly setup a permutation of n-things taken r at a time (where arrangement is important). Correctly setup a combination of n-things taken r at a time (where arrangement is not important).	Be able to identify a stochastic process. Recognize stochastic processes that form Markov Chains. Draw a transition diagram and its associated transition matrix. Calculate the fixed point probability vector of a regular stochastic matrix.
	Oral boardwork and problem-solving presented to the class by active student participation. 2-one hour examinations to demonstrate knowledge of both pertinent vocabulary and applied skills to problem-solving.	Present a lesson on a short area of studt with correct follow through involving formulas in arriving at your answer on the blackboard. 2-one hour examinations to show the basic mastering of pertinent skills involved with compound probability and expectations/fair value.	Individual responses to challenging concepts and problem-solving techniques involving both permutations and combinations. 2-one hour examinations to demonstrate knowledge of both pertinent vocabulary and permutation/combination problems.	Build the chain process for future answers based on the conceptual understanding of a chain of events related to a game of some sort,i.e., baseball. 2-one hour examinations covering games (chain process) with predicted future results.
A S S E S S M E N T				

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Matt KaneLong (3045-MK) Pre-Calculus. Skill Level: R - Grade: 12 Math - Pre-Calculus (1997-1998)			

FALL TERM

Linear & Quadratic Functions	Polynomial Functions	Inequalities	Functions
C O Points & Lines N Slopes of Lines T Finding Equations of Lines E Linear Functions & Models N Complex Numbers T Solving Quadratic Equations Quadratic Functions & Graphs Quadratic Models	Polynomials Synthetic Division Graphing Polynomial Functions Finding Maxima & Minima of Polynomial Functions Solving Polynomial Equations by Factoring	Linear Inequalities Absolute Value Polynomial Inequalities in One Variable Polynomial Inequalities in Two Variables Linear Programming	Functions Operations on Functions Reflecting Graphs Symmetry
Problem-Solving Skills S Using Graphing Calculator K Time Management I Graphing L Algebraic Manipulation L Deductive Reasoning S	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning
Board Work A Answering Questions in Class S Quizzes S Tests E Homework S S M E N T	Board Work Answering Questions in Class Quizzes Tests Homework	Board Work Answering Questions in Class Quizzes Tests Homework	Board Work Answering Questions in Class Quizzes Tests Homework

WINTER TERM

Functions Continued	Exponents & Logarithms	Analytic Geometry	Trigonometric Functions
C O Stretching & Translating Graphs	Growth & Decay	Coordinate Proofs	Measurement of Angles

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
N	Inverse Functions	Integral Exponents	Equations of Circles	Sectors of Circles
T	Functions of Two Variables	Rational Exponents	Ellipses	The Sine & Cosine Functions
E	Forming Functions From Verbal	Exponential Functions	Hyperbolas	
N	Descriptions	Logarithmic Functions	Parabolas	
T		Laws of Logarithms	Systems of Second-Degree	
		Exponential Equations	Equations	
		Changing Bases		
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	Problem-Solving Skills	Problem-Solving Skills	Problem-Solving Skills	Problem-Solving Skills
S	Using Graphing Calculator	Using Graphing Calculator	Using Graphing Calculator	Using Graphing Calculator
K	Time Management	Time Management	Time Management	Time Management
I	Graphing	Graphing	Graphing	Graphing
L	Algebraic Manipulation	Algebraic Manipulation	Algebraic Manipulation	Algebraic Manipulation
L	Deductive Reasoning	Deductive Reasoning	Deductive Reasoning	Deductive Reasoning
S				
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	Board Work	Board Work	Board Work	Board Work
A	Answering Questions in Class	Answering Questions in Class	Answering Questions in Class	Answering Questions in Class
S	Quizzes	Quizzes	Quizzes	Quizzes
S	Tests	Tests	Tests	Tests
E	Homework	Homework	Homework	Homework
S				
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M				
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N				
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SPRING TERM

	Trigonometric Functions	Trigonometric Equations & Applications	Triangle Trigonometry	Trigonometric Addition Formulae
C	Continued			
O				
N	Evaluating & Graphing Sine &	Simple Trigonometric	Solving Right Triangles	Formulae for $\cos(a+b)$ &
T	Cosine	Equations	Area of Triangles	$\sin(a+b)$
E	Other Trigonometric Functions	Sine & Cosine Curves	Law of Sines	Formula for $\tan(a+b)$
N	Inverse Trigonometric Functions	Modeling Periodic Behavior	Law of Cosines	Double-Angle Formula
T		Relationships Among the Functions	Applications of Trigonometry	Half-Angle Formula
				Solving Trigonometric

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
	Solving More Difficult Trigonometric Equations		Equations
Problem-Solving Skills S Using Graphing Calculator K Time Management I Graphing L Algebraic Manipulation L Deductive Reasoning S	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning	Problem-Solving Skills Using Graphing Calculator Time Management Graphing Algebraic Manipulation Deductive Reasoning
Board Work A Answering Questions in Class S Quizzes S Tests E Homework S S M E N T	Board Work Answering Questions in Class Quizzes Tests Homework	Board Work Answering Questions in Class Quizzes Tests Homework	Board Work Answering Questions in Class Quizzes Tests Homework

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Morgan Murphy (6325-MM) Acting. Skill Level: R - Grade: N/A Perf. Arts - Acting (1997-1998)			

FALL TERM

C Ensemble, sense, expression, O present, idea exercises: N blindfold, special prop, all-up, T openminder, word play, E adventure risk, manner of the N word, first line-last line, bus stop, T 2 minute activity Synthesis Project: "Community Message"	The Scene Contemporary Theatre Drama/comedy Scene Break Down ACTING IS BELIEVING Objective, Obstacle Tactic The Reality of Doing The Physical Character Beats Arc	The Monologue Contemporary Theatre Drama/comedy Monologue Break Down MEISNER ON ACTING Objective, Obstacle Tactic The Reality of Doing The Emotional Character Through Line THEATRE'S BEST KEPT SECRET	The Final Project Contemporary Theatre Drama/comedy Original Works Researching a Character Campus Productions
S Respect and Responsibility	Respect and Responsibility	Respect and Responsibility	Respect and Responsibility
K Challenge own ideas I Senses and Observation L Listening L Innovation S Improvisation Full Body Presentation Collaboration Trust	Team Work Exploring and employing Group Artistic Choice Blocking Scoring a Script Character Development Working With a Partner Playing an Image	Solo Work Exploring and employing Solo Artistic Choice Audition Technique Scoring a Script Presenting Yourself Working Alone The Transition	Living Truthfully Under Imaginary Circumstances Critical Thinking Skills Transfer to Life Role Play Being Honest Being Yourself Relaxation Theatre Etiquette
A Ensemble Participation S Attendance S Daily Homework S Journal and Notebook E Skill Synthesis S Extra Credit S M "Community Message" E (group evaluation) N T	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Scene (Group Evaluation)	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Monologue (Group Evaluation)	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Final Project & Essays (Group Evaluation)

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
WINTER TERM			
(Acting II - Beg. & Adv.) C O Ensemble, sense, expression, N present, idea exercises: T blindfold, special prop, all-up, E openminder, word play, N adventure risk, manner of the T word, first line-last line, bus stop, 2 minute activity	The Scene Contemp/Classic Drama/comedy SHAKESPEARE & Verse Scene Break Down ACTING IS BELIEVING Objective, Obstacle Tactic The Reality of Doing The Physical Character Beats Arc	The Soliloquy Contemporary/Classic Drama/comedy SHAKESPEARE & Verse Monologue Break Down MEISNER ON ACTING Objective, Obstacle Tactic The Reality of Doing The Emotional Character Through Line THEATRE'S SECRET	The Final Project Contemporary Theatre Drama/comedy Original Works Researching a Character Campus Productions
Respect and Responsibility S K Challenge own ideas I Senses and Observation L Listening L Innovation S Improvisation Full Body Presentation Collaboration Trust Advanced Peer Teaching	Respect and Responsibility Team Work Exploring and employing Group Artistic Choice Blocking Scoring a Script Character Development Working With a Partner Playing an Image Advanced Peer Teaching	Respect and Responsibility Solo Work Exploring and employing Solo Artistic Choice Audition Technique Scoring a Script Presenting Yourself Working Alone The Transition Advanced Peer Teaching	Respect and Responsibility Living Truthfully Under Imaginary Circumstances Critical Thinking Skills Transfer to Life Role Play Being Honest Being Yourself Relaxation Advanced Peer Teaching Theatre Etiquette
Ensemble Participation A Attendance S Daily Homework S Journal and Notebook E Skill Synthesis S Extra Credit S M Adv. Student Leadership E N T	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Adv. Student Leadership Scene (Group Evaluation)	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Adv. Student Leadership Soliloquy (Group Evaluation)	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Adv. Student Leadership Final Project & Essays (Group Evaluation)

SPRING TERM

(Acting III - Beg. & Adv.) C	Public Service Announcement Contemp/Classic FILM/TV	Contemp/Classic FILM/TV SCREEN PLAYS	The Final Project Contemp/Classic FILM/TV
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Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O Ensemble, sense, expression, N present, idea exercises: T blindfold, special prop, all-up, E openminder, word play, N adventure risk, manner of the T word, first line-last line, bus stop, 2 minute activity	SCREEN PLAYS Objective, Obstacle Tactic The Reality of Doing Production Job Desc. Practical Location Work	Original Works Objective, Obstacle Tactic Through Line Practical Location Work	SCREEN PLAYS Original Works Objective, Obstacle Tactic Practical Location Work Campus Productions
Respect and Responsibility S K Challenge own ideas I Senses and Observation L Listening L Innovation S Improvisation Full Body Presentation Collaboration Trust Advanced Peer Teaching	Respect and Responsibility Team Work Exploring and Employing Group Artistic Choice Story Board Script Development Character Development Blocking/Location TV/Film Production Message Responsibility Advanced Peer Teaching	Respect and Responsibility Team Work Exploring and Employing Group Artistic Choice Story Board Script Development Character Development Blocking/Location TV/Film Production Message Responsibility Advanced Peer Teaching	Respect and Responsibility Living Truthfully Under Imaginary Circumstances Critical Thinking Skills Transfer to Life Role Play Being Honest Being Yourself Relaxation TV/Film Etiquette Advanced Peer Teaching
Ensemble Participation A Attendance S Daily Homework S Journal and Notebook E Skill Synthesis S Extra Credit S M Adv. Student Leadership E N T	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Adv. Student Leadership Final Edit (Group Evaluation)	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Adv. Student Leadership Final Edit (Group Evaluation)	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit Adv. Student Leadership Final Edit & Essays (Group Evaluation)

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Morgan Murphy (6326-MM) Adv. Acting. Skill Level: R - Grade: N/A Perf. Arts - Acting (1997-1998)			

FALL TERM

(Advanced Acting is mapped
under heading of ACTING II, III)

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WINTER TERM

(Advanced Acting is mapped
under heading of ACTING II, III)

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SPRING TERM

(Advanced Acting is mapped
under heading of ACTING II, III)

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Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Julia Sauve (6425-JS) Ath. in Action. Skill Level: R - Grade: N/A Perf. Arts - Dance (1997-1998)			

FALL TERM

WINTER TERM

The Basics: How the body moves and what it can do using music, injury prevention, focus, memory, repetition Experiments: Flex test, center of gravity, draw music, video, create exercise and teach.	progress with the basics, yoga, strength exercises, relaxation techniques, stretch for individual sports and with partners, balance, counter balance,one pointed awareness, foil ball	progress with the basics learn routine for demonstration, yoga, relaxation concentration (mirror game) Slo-Mo running	practice routine create "no-rules" basketball perform routine for school presentation olympic athlete profiles class with Caryn McHose on Body Awareness
physical conditioning=body awareness, alignment, strenth, flexibility, coordination, balance, response time, concentration, sequencing and organizing movement to various rhythms, spatia skills, problem solving, critical thinking, developing creativity thru ideas, interpersonal skills, confidence, research.	-integrating	-Practice -Reflextion on ideas of "inner athlete"	-Research -Discussion -Performance -Presentation
imprinting by imitation (Modeling) Are the physical, social, psychological, and spiritual needs of the student being met? Have they demonstrated that they turned these needs into skills that are now increasing throughout the term? Immediate feedback an understanding of material on a daoily basis through observation adn		-Learning Material -Practice	-Presentation of Profile -Performance of Routine -Student Evaluations

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T	questions put out to the class. Assimilaton into an experimental type of class. (How easily do they do this without distractions?)			
SPRING TERM				
C	The Basics: How the body moves and what it can do using	Progress with the basics, yoga, strength exercises, relaxation	progress with basics plus stretch, relaxation, yoga, learn and	-practice piece -create game
O	music, injury prevention, focus,	techniques, stretch for individual	create warm up and game piece	-perform piece in gym in
N	memory, and repitition	sports and with partners	See Winter	"Out of Theatre"
T	Experiments: See Winter Map	See Winter	Create warmup/Game Piece	-Research project
E	also the senses	Also create questions for	-Creative writing	-Performance
N	-creative writing	Jeopardy class for daycare		-Presentation
T	-Mr. Tyson in For Talk	-creative writing		-Creative Writing
S K I L L S	See Winter	See Winter	See Winter	See Winter
	See Winter	Teaching Skills		
A S S E S S M E N T	See Winter	-Teaching -Writings	See Winter -"Jeopardy" Results	See Winter -Writings

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
David Gagne (6525-DG) Band. Skill Level: R - Grade: N/A Perf. Arts - Music (1997-1998)			

FALL TERM

See Music Lessons

C
O
N
T
E
N
T

WINTER TERM

SPRING TERM

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Julia Sauve (6415-JS) Dance Tech. I. Skill Level: R - Grade: N/A Perf. Arts - Dance (1997-1998)			

FALL TERM

C The Basics: How the body O moves and what it can do when N stationary and traveling in space. T Dance vocabulary, using music, E injury prevention, environmental N pattern, create dance maps T	-Progress with the basics -longer phrases -folk dance -yoga once a week -collect images video -incorporate "Map Phrase" into piece -perform G.P.W. and P.W.	-Progress with the basics -develop choreography -ballet -yoga -dance history-Folk & Ethic -film video segments in various locations -movement for actors class	-Progress with the basics -rehearse and perform -social dance -yoga -choreography from Post Cards -Folk & Ethic dance paper -Perform in "After the Fall"
S Physical conditioning=body K awareness, alignment, strength I and flexibility. Coordination L sequencing and organizing L movement with music, spatial S skills, problem solving, critical thinking, developing creativity through ideas, interpersonal skills, confidence of self interpersonal skills.	-Integrating	-Independent works -Rehearsal	-Technical Theatre -Research -Performance -Communication -expression
-Imprinting by imitation (Modeling)			
A Are the physical, social, S psychological and spiritual needs S of the student being met? What E have they learned? Immediate S feedback, answers to questions S that are put to them during class, M results of choreographic studies E in class, understanding of N material on a daily basis, T assimilation to experimental type of class.	-Learning	-Rehearsing	-Dance history paper -Critique of performance -Performing "After the Fall"

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
WINTER TERM				
C O N T E N T	Applying the basics to more complex exercises and combinations -yoga -more Barre Work	Work on more challenging rhythms phrases for piece -yoga -video-dance history	Put phrases together and develop choreography -Rehearse -yoga -poster design -class on figure drawing with art class	-Rehearse piece -Lengthen warm up -perform -video dance history -class on body awareness -perform'Bodies and Souls' -class on 'The Senses' -Arm Study (symmetrical)
S K I L S	An increase in skill level as broken down on fall term map, can combin the learning of movement in space with rhythm quicker. -Upgrading Imitation (Modeling)	-Upgrading Integration	-Gathering Information -Applying it to P.R. materials -rehearsal	-Performance -Communication -Expression -Critique
A S S E S S M E N T	Have the students demonstrated that their physical, social, psychological and spiritual skills are increasing? Are they ready to advance? Same criteria as on Fall Term '97 Map.	-Learning	-Contributions to P.R. materials -Rehearsing	-Performing "Bodies and Souls" -Critique of performance
SPRING TERM				
C O N T E N T	Review basics, more complex exercises and phrases, more challenging rhythms, Barre Work, yoga, relaxation -creative writing -choreographic studies	begin learning material for "out of theatre" performance -choreographic studies -create and teach= creative -movement for children to daycare	develop choreography Rehearse -P.R. for performance	Rehearse and perform -research project D-choreographer A- Perform "out of theatre"

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
T		-create dance "jeopardy"		
S	An increase in skill level as describedon Fall map and Winter	-upgrading integration	-create P.R.	-Environmental dance
K	map update. Creativity	-teaching skills	-Rehearsal	performance
I	enhanced by incorporating more	-learning		-Research and Presentation
L	projects late curriculum.			-communication
L				
S	-Upgrading imitation (modeling)			
A	Have the students measured up	-Learning	-Rehearsing	-Research Project
S	to my expectations of where they	-"Jeopardy" results		-Performance of "Out of
S	should be? Of theirs? Upgrading	-Writings		Theatre"
E	of criteria from Fall and Winter			-Writings
S	Maps.			-Critique of Performance
S				-Student Evaluations
M				
E				
N				
T				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
David Gagne (6515-DG) Music Lessons. Skill Level: R - Grade: N/A Perf. Arts - Music (1997-1998)			

FALL TERM

See Spring
C O N T E N T

WINTER TERM

See Spring
C O N T E N T

SPRING TERM

Intro to music- C counting, note values and styles O song selection N Band Dynamics and T responsibilities E Group and individual lessons N T	Intro to Melody and Major Scales, Lecture on Music of different cultures. How to do a live performance Group and individual lessons	Intro to Transposition modes etc. Daily practice Group and individual lessons	Check Notebookd, write essay on what has been learnd. Review Test
S Importance of practice K Use of P.A. amps and mikes I Intro to instrument L student will play/learn how to	Continued practice and gauge improvement More experienced students take on more leadership and peer teaching role.	first performance for classes who are ready Increase level of individual parts	Review and gauge progress Look back and find the high points.

1st Interim

Midterm

2nd Interim

Final

A -daily assessment of
S progress
S -Individual and group
E -How is the student fitting
S into the class
S -How to make it work for
M the student
E
N
T

- attendance
- continued assessment of progress
- set performance date
- check how individuals are learning
- check of attitude
- review of counting skills
- check notebooks

- Assessment of performance
- recording on songs learned
- review of academic skills
- Attendance

- review and gauge progress
- where to move next

Class Mapping Data Report

1st Interim	Midterm	2nd Interim	Final
Morgan Murphy (9001-MM) Per. Ens.. Skill Level: R - Grade: N/A Perf. Arts - Acting (1997-1998)			

FALL TERM

(1 term course - F, W, S) C Performance Ensemble O synthesizes all Acting I, II, III & N technical theatric content in a T hands-on practical production E setting. Independent Study. N Specific Content is defined by T each script or production.	Same: Defined by specific script or production.	Same: Defined by specific script or production.	Same: Defined by specific script or production.
Acting S Dancing K Singing I Directing L Scenic Design L Lighting Design S Sound Design Stage Management Technical Production Technical Operation	Same: Defined by specific script or production.	Same: Defined by specific script or production.	Same: Defined by specific script or production.
Ensemble Participation A Attendance S Daily Homework S Journal and Notebook E Skill Synthesis S Extra Credit S M E N T	Same: Defined by specific script or production.	Same: Defined by specific script or production.	Same: Defined by specific script or production. Final Presentation (Group Evaluation)

WINTER TERM

Same: C Defined by specific script or
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Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
O	production. See Fall.			
N				
T				
E				
N				
T				

SPRING TERM

	Same:			
C	Defined by specific script or			
O	production. See Fall.			
N				
T				
E				
N				
T				

Class Mapping Data Report

<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
Morgan Murphy (1205-MM) Speech. Skill Level: R - Grade: N/A Perf. Arts - Speech (1997-1998)			

FALL TERM

(1 term course - F, W, S) C Ensemble, sense, expression, O present, idea exercises: N blindfold, special prop, all-up, T openminder, word play, E adventure risk, manner of the N word, first line-last line, bus stop T Synthesis Project: "Community Message"	"Speech to Convince" Current Events and Ideas Gettysburg Address "I have a dream..." Presentation and Discussion, Survey, Interview, Periodical, Book, Model 27 Ways to Overcome Fear of Speaking Five Step Outline	"The Demonstration" The Mini-Demo Visual Aid Examples The Brochure Technical Overview	"The Interview" School Presentations Role-Play Identity Challenges Observing Others
S Respect and Responsibility	Respect and Responsibility	Respect and Responsibility	Respect and Responsibility
K Challenge own ideas I Senses and Observation L Listening L Innovation S Improvisation Full Body Presentation Collaboration	Exploring an Idea Research Outline Paradigm Use of Opposition Through-line and Theme Verbal Abilities	The Physical Presentation Use of Visual Aids Hands-on Leadership Instruction Safety Speaking While Doing	The First Impression Presenting the Individual Transfer to Life Being Honest Being Yourself Relaxation
A Ensemble Participation S Attendance S Daily Homework S Journal and Notebook E Skill Synthesis S Extra Credit S M "Community Message" E (group evaluation) N T	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit "Speech to Convince" (group evaluation)	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit "Demonstration" and Brochure (group evaluation)	Ensemble Participation Attendance Daily Homework Journal and Notebook Skill Synthesis Extra Credit "Interview" (group evaluation) Final Essays

WINTER TERM

Class Mapping Data Report

	<u>1st Interim</u>	<u>Midterm</u>	<u>2nd Interim</u>	<u>Final</u>
C O N T E N T	See Fall			
SPRING TERM				
	One Term Course			
C O N T E N T	See Fall			